

PERSONAL

For me Easter is the time of conferences, big ones, small ones, baffling, frustrating, exhilarating, stimulating, boring, depressing or cheering banquets when teachers meet to exchange words. Give every conference delegate a long speaking tube linked directly into the national grid, and Britain could have free heating until the late 1980s.

There are people so hooked on conferences that they can take in two or three on one tour and would get withdrawal symptoms if they ever had a weekend free. "Just off to Blackpool for the NUT, straight on to Inverness for the workshop on Basic Profiling of Really Basic Skills organized by the Further Education Unit, and then it's back to Scarborough for the annual conference of the Teachers Against Playground Duty pressure group," they probably call cheerily to their families before disappearing for a fortnight.

Next to alcoholism, conference-sniffing must be the major health hazard facing the profession at this time of year. All teachers should be on the lookout for victims, recognizable by their bloodshot eyes from all-night conversations in the bar, persistent deafness from overexposure to high decibels, and furtive munching of Rennie's to pacify stomach linings livid

with conference food. I blame the pushers, sinister bodies like IBM, teaching unions, advisers and training institutions, plying their evil trade on behalf of Mr Big, no doubt some invisible local authority Godfather muttering the Mafia catchphrase "Cosa Nostra" as teachers collapse with exhaustion at the end of it all and settle for a low salary increase.

Even so, many conferences are a great success and give people attending a considerable boost. There are certain events which make a lasting impact, and I still correspond with some people I originally met years ago at a conference.

One of the most amazing conferences I have ever attended was the annual meeting of the American Educational Research Association. It is a quite astonishing event with thousands of delegates from all over the world, 40 or 50 parallel symposia from eight in the morning till late at night and countless special events and fringe groups.

As with many large American conventions, it is the fringe activities which linger in the memory. One feature of the AERA conference is the job mart. A huge public room is set out with tables and booths for people with jobs on offer to hire those in quest of employment. A sizeable support industry hovers around it with posters



Ted Wragg

offering instant typing of your curriculum vitae, passport snaps for your application form and photo-copying services.

I felt quite inadequate among all these entrepreneurs and was tempted to set up a fake refereeing service with instant made-up references like "Quite the finest person I have ever met" from Professor Arnold Nutcracker, of the Department of Necromancy at Barnsley University. No one would ever

have known.

It would have been even more fun, just for a giggle, to apply for one of these jobs and invent some ludicrous curriculum vitae with perhaps five years at a Montessori School in Paraguay, or, better still, apply for and hopefully get a job on behalf of someone else. One of the posts on offer when I attended the AERA conference was for a research officer on a project at a university in Alaska. I was sorely tempted at the time to put on a good show under the name of Rhodes Boyson and get Ole Baggy Eyes safely refrigerated in Anchorage for the next three or four years.

One of the worst assignments at a conference is to be saddled with the responsibility of actually organizing the wretched thing. Everyone else is having a ball, meeting old friends, chatting in the bar, sending up the speakers, while the poor old conference organizer is recognizable as the one with the hunted sleepless look, shambling round neurotically asking everyone if they're having a good time. Never ask a drunk if he's enjoying himself, just fill his glass until he passes out. The same applies to organizing a conference. If it is going badly, someone will tell you and you need to bail it out. If not, don't spoil the party by fussing.

This year I shall be at the NUT

conference at Blackpool, talking according to the misprint in the programme, about "Primary education". I am not sure what this is but it sounds like something to do with the building trade. "I'm terribly sorry, sir, but your primary education system is leaking again, cost you a couple of hundred to put it right." Perhaps it should be "primary seduction", the process whereby thousands of secondarily-trained married women resumed their career in infant and junior schools because, having had their own families, they enjoyed being with young children so much.

If you are a conference speaker, the highlight comes at that crucial moment when the chairman looks at his or her notes and tells an eager, or later in the conference, inebriated audience who you are, usually confusing you with the previous speaker or the one coming the next day.

I once addressed a Scandinavian conference at a university in Norway. "We are very pleased indeed that Professor Wragg was able to come all the way from England to open our conference," the chairman began. I preened myself and waited hopefully for a few ringing phrases about "renowned scholar" or "world's leading expert". He continued, "because Professor Hirst was not able to do it and nor was Professor Peters".

DIARY

Spending money to try to save it

It has always struck me as curious that some Labour authorities are described as left wing, but Conservative ones are never described as right wing. I nominate as first winner of the right wing accolade the West Midlands borough of Dudley. It is this council, you may remember, that spends less per pupil on education than any other borough in the country - the place where the education chairman responded to a request from a head teacher to replace a 25-year-old duplicator with the words: "I don't know why a school needs a duplicator."

But this should not give the impression that the old burghers of Dudley are ungenerous with their ratepayers' money. I have been studying an excellent booklet on the council by prominent local NUT member Andrew Johnson, among others. And I am impressed with the admirable generosity shown to Price Waterhouse, the multinational accountancy company (and also Dudley's auditors) who are taking a strong interest in local government these days (They have promised to

save £5m from 1983-84 to 1987-88). In 1982-83 for the "efficiency drive" in the education department, Dudley council paid Price Waterhouse £96,945. This was around the time that Her Majesty's Inspectorate said that the borough's education service "and particularly the schools sector is now at the edge of what can be done within present levels of funding".

Overall, the cost conscious council have paid Price Waterhouse £800,000 in consultancy fees and over £100,000 in auditing fees. The two roles should not however be confused as the Government has banned auditors from bidding for consultancy work. The consultancy is done by a quite separate firm called Price Waterhouse Associates. The fact that they invoice on the same notepaper as Price Waterhouse is pure coincidence.

* Dudley Council Ltd by Andrew Johnson, Roger Kline and Geoff Poxon. Look on It Publishing, PO Box 728, Birmingham B1 1AA; price 60p.

Twin Tom's schooldays

Controversy continues to rage in the letters columns of *The TES* about Boy George's schooldays ("non-conformist divergent thinker" says one reader; "downmarket version of Danny La Rue" says his old head Peter Dawson who expelled him).

But another millionaire pop star seems to have had a happier time in the classroom. Thompson Twins lead singer, Tom Bailey - he of the pig tail and waist-length red hair - evidently got on rather better with his head, Keith Pollard of Brook Comprehensive in Sheffield. Surprisingly, because Tom was not a recalcitrant fifth-former but a teacher, number two in the music department for his probationary year after a teacher training course at Alsager College.

Mr Pollard recalls affectionately, if not altogether diplomatically, that Tom "was prone to looking a bit down at heel. As a musician he was first class, as a person he had loads of integrity, as a teacher he was not a star performer." However, he adds that during Tom's one year stint he "kept the music department alive".

Mr Pollard says that although Tom played late night gigs most nights, he was always in on time to play the piano for hymns at morning assembly.

Now his musical ability is being put



Tom Bailey

to an even more practical use. He visited the school last week to present them with one of his platinum discs. He also autographed a number of items, which Mr Pollard, understandably keen to make the most of his most celebrated assistant teacher, intends to log off.

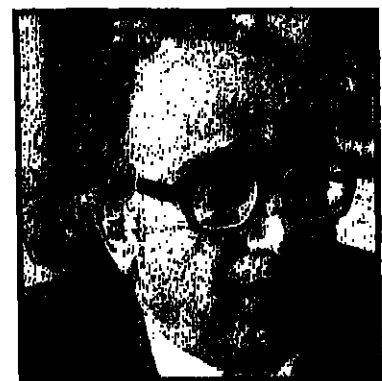
On the mend

It may not be quite on a par with saying farewell to Captain Oates as he walked out into the freezing polar night saying "I am just going out, I may be some time." But I can at least claim to have been the last person to bid goodnight to NUT general secretary Fred Jarvis on a dark November evening. Since that night he has disappeared from view, headlines, Hamilton House, Burnham committee etc.

We had just been to a reception with Mr Neil Kinnock and the new shadow education spokesman Giles Radice at the House of Commons. Whether the mischievous rumour is true that a speeding car with a stickler saying something about the career teachers union mounted the pavement and mowed him down as he was going home, I do not know. But said to say the accident left Fred with a broken leg followed by other complications, including a clot of blood on the lung.

Innocent of science

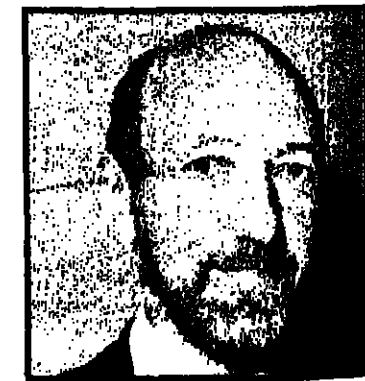
Confessions of Sir Keith, no. 231: The latest in a long line came in a visit to



Fred Jarvis

Fred has to go into hospital for a minor operation immediately after the NUT conference (at which he will give his annual address), but hopes to be back in harness by June not only at the NUT, but - almost as important these days - as chairman of the TUC's local government committee to lead the opposition to rate-capping.

Another pillar of the educational



Gordon Cunningham

establishment, Gordon Cunningham, education officer of the Association of County Councils, has been in the operating theatre. Gordon suffered from a collapsed lung (ironically on national no smoking day). Happily, he too is making a good recovery and will be back at the ACC by June. He and Fred are attending different hospitals so the salary structure talks will not be taking place in men's surgical.

Innocent of science. He then reminded his audience, in case they might be having doubts, "I am now Her Majesty's Secretary of State for Education and Science."

David Lister

Just a minute

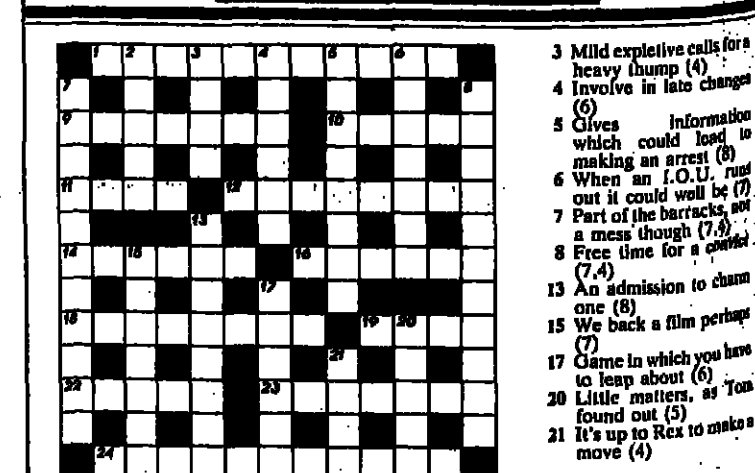
Those who think that Department of Education and Science civil servants are grey, colourless beings, devoid of any imagination, are clearly mistaken. I have discovered a commendable piece of creative writing by the bureaucrat who wrote up the minutes of a recent meeting between Sir Keith Joseph and local authority education chairmen.

Sir Keith apparently said to the assembled gathering, who were fuming about the lack of consultation over the Training for Jobs White Paper: "I am conscious that we have upset you over TVEI, education support grants and this."

But in the hands of the Secretary of State's private office, it emerges in the official record as: "The Secretary of State's experience with the TVEI and ESGs was that decisive action on principle followed by full consultation on implementation was the best way forward on contentious issues of national importance."

Whilst regretting the reactions of the local authority associations, he made no apology for the Governments firm resolve to improve the provision for training. There could be no complacency about the strength of the economy.

No 148 CROSSWORD by Rufus



- Across
- System of book-keeping as old as the Ark? (6,5)
 - Weed that can be made to grow in desert? (7)
 - Old up beam, we hear. (5)
 - Bird from another nest. (4)
 - Opera in F? Perhaps! (8)
 - What cattle do to succeed in breaking a record. (6)
- Down
- Is against using Latin? (8)
 - Field back, being shy? (8)
 - A die sort of girl? (4)
 - Main area once a disaster. (5)
 - Where incoming mail is also appreciated. No doubt? (7)
 - Describing the man in charge? (3,6)
 - It was ground in the gutter? (5)

Solution to puzzle No 147

THE TIMES Educational Supplement

FRIDAY APRIL 27 1984 NUMBER 3539

4.5 per cent on the cards: not enough, say the unions . . . more jobs would go, say local authorities

Employers to raise pay offer

by Richard Garner and David Lister

The employers plan to offer a 4.5 per cent salary increase to teachers when the Burnham Committee reconvenes on Monday afternoon.

And in an interview with *The TES*, the employers' leader, Mr Philip Merridale, warned that the consequences of any new offer above 3 per cent will mean teacher job losses.

On the new offer, he said it was possible to draw conclusions bearing in mind other recent public sector settlements.

The mood of the NUT conference in Blackpool this week was against accepting a 4.5 per cent offer which teachers' panel leader Mr Doug McAvoys is describing as "too little too late".

However Mr Merridale said: "The public might very well say (about the teachers) that there are clear indications here that reasonable people have settled for a certain sum. What's so special about you lot?"

Teachers are still planning their hopes on the pay claim being taken to arbitration - a solution also advocated this week by Labour spokesman Mr Giles Radice.

But in a significant statement to *The TES* which could anticipate a solution to the current impasse, Mr McAvoys made it clear that he did not rule out a deal on the lines of that achieved by the further education lecturers - a percentage rise with an extra cash bonus for those on the lowest scale.

He said: "That formula clearly solved the problem for FE and if I am asked whether it could solve the pre-



Faces of resolution: Three of the speakers at the NUT conference at Blackpool. Conference reports - NUT, page 6, 7; NAS/UWT, 7.



sent problem we face then clearly it might. But as yet no such suggestion has been made by the employers and for such a suggestion to be seriously considered it would have to have two ingredients: a high enough overall increase on the pay bill and also a remedy for a particular problem which the teacher associations can identify".

Mr Merridale did not particularly favour tinkering with the scales with major salary structure talks in the offing.

Such a formula could, though, have

the advantage of making a deal easier for union leaders to sell to their increasingly bitter memberships, particularly in view of the desire of many NUT delegates to switch to a flat rate claim next year.

If the teachers turn down a 4.5 per cent offer and take their planned industrial action they will forfeit the support and sympathy of Labour leaders of the Association of Metropolitan Authorities, the minority grouping on the employers' side.

Mr Merridale, who is warning that

some authorities who have budgeted for 3 per cent will have to make increasingly bitter memberships, particularly in view of the desire of many NUT delegates to switch to a flat rate claim next year.

Anxious Conservative candidates for next week's local elections rang up Tory Central Office to express their concern about the effects of strike action and this was conveyed to the leadership of the Association of County Councils.

Ironically Labour candidates were also fearful that their chances would suffer if teachers do take action.

Meanwhile delegates to the NUT conference voted overwhelmingly in favour of a one-day strike on May 9 with a possibility of further extended strike action to come. Already the chairmen of the London and East Anglian CSE boards are aiming to postpone examinations due to take place on that date.

In addition the union plans a ban on lunch-time supervision and refusal to cover for absent colleagues from the second day of next term and Mr McAvoys warned that the union might consider extending the strike to selected areas of the country represented by prominent members of the management panel of Burnham.

Delegates to the National Association of Schoolmasters/Union of Women Teachers conference in Llandudno on Wednesday backed away from an outright commitment to disrupt public examinations next term. Bert Lodge writes.

Instead they declared that while public examinations were not a target it could not be guaranteed that industrial action would not have "some adverse effect on the examination system".

The traditionally moderate Assistant Masters' and Mistresses' Association has voted overwhelmingly in favour of a ban on lunchtime supervision and withdrawal of goodwill next term. In addition, a ballot is being organized on "no cover" action - the results of which are expected to be known by May 11.

Data Bill change to allow exam marks restriction

by Biddy Passmore

Home Office ministers have backed down and agreed to amend the Data Protection Bill so that exam candidates will not be able to see their raw marks before the final results have been announced.

GCE and CSE exam boards and university vice-chancellors have repeatedly said the early release of unadjusted marks would be both misleading and disruptive. But previous attempts by the Department of Education to have the Bill amended had failed.

Mr David Waddington, junior Home Office minister, announced the long awaited concession before Easter to the Commons standing committee which is considering the Bill line by line.

He accepted that giving candidates access to information before the final announcement of results could cause "severe practical difficulties". Exam boards' tight timetables could be severely disrupted if they had to spend time and resources on dealing with such requests rather than on marking,

he added. Mr Waddington promised that the Government would table its own amendment to the Bill, which should reach its Report Stage within a few weeks.

This is likely to suspend the candidate's right of access to the data for a specified period. As the Bill now stands, candidates would be able to ask the board to release any of their marks stored on computer within 40 days of the request.

But Mr Colin Vickers, secretary of the Joint Matriculation Board, pointed out this week that exam schedules could still be disrupted.

"Obviously we're very pleased that our point is being taken seriously," he said. "But it's not clear if an extension of the access period meets the problem. If we need to provide the data in the form it happened to be in on a particular day, that's still tricky."

Another question that still to be settled is how long the exemption should be.

How drug talks harm

by Sarah Bayliss

Drug squad officers and former addicts should not be brought into classrooms to help tackle drugs education, an expert in additions warned this week.

To do this could give the most vulnerable pupils the idea that illicit drugs are "naughty but nice", said Mr Les Kay of the Lifeline Project, which helps addicts and trains people who work with them.

"Wheeling in Joe the ex-junkie can do a lot of damage," he told *The TES* this week. "For a start, he's still alive and has survived horrific experiences. You're immediately offering a role model to the most vulnerable pupils."

"Talks from police in drug squads could also be a glamorize drug abuse," Mr Kay said. He knew of schools where both these "shock" tactics had been employed, and he was worried that the present wave of concern about

lurid additions might cause more schools to panic and take similar steps. He advised a National Children's Bureau conference in Cardiff that the best approach was not to tackle the issue in isolation but to include it in courses on health education.

London offers deals to help women teachers

by Hilary Wilce

Two new deals which will enhance the position of women teachers in London have been announced.

The Inner London Education Authority said it would offer permanent contracts to its part-time teachers, 24 on half pay and the rest unpaid. Anyone electing to take the unpaid leave entitlement will have to agree to return to school on the first day of a school term.

The decision by the IEA to offer permanent contracts to part-timers was taken by its schools subcommittee following lengthy talks with teacher associations. The 300 teachers likely to benefit from the change will get improved job security, conditions of service and benefits. Under the agreement, the authority will no longer be able to vary the hours of part-timers.

The IEA also agreed to improve supply cover by 300 posts, and to employ probationary supply teachers on a permanent salaried basis only. Overall the package, due to go before the education committee shortly, will cost £3.3m.

In Haringey, under a decision taken by the Labour-controlled borough's education committee, women taking maternity leave will be entitled to up to a year off after the birth of their child. Sixteen weeks of this will be on full pay, 24 on half pay and the rest unpaid. Anyone electing to take the unpaid leave entitlement will have to agree to return to school on the first day of a school term.

Women who decide not to return to work will be considered for jobs on a preferential basis for five years. They will be encouraged to join the register of supply teachers and as such will be able to take advantage of the borough's in-service training programme.

Where both partners are teachers, the maternity leave provision can be allocated to either the mother or father.

The package includes the provision for one week's paternity leave to be taken within four weeks on either side of the birth.

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Election preview

Mike Durham on how education will fare in next week's local elections

FE pay scales

What the 4 per cent settlement will put in the pockets of college lecturers

Platform

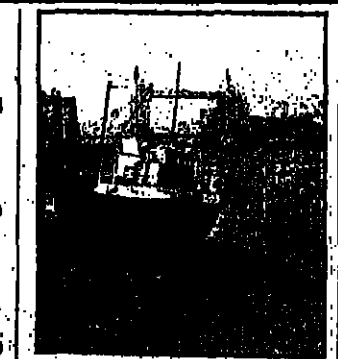
Peter Scott examines the conflicting demands being made on higher education

Boat people

How an old badge (picture) helps overcome school phobia

Word wise

The language awareness courses all children need to equip them for learning



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PLATFORM

Ivory knowledge factories...

Britain's universities, polytechnics and colleges today are the victims of an extraordinary public ambivalence. We need higher education more but seem to want it less. We signalize as ivory towers, and sometimes as subversive ivory towers, the very institutions which next moment we praise as factories of the scientific discoveries and new technologies that are crucial to the recovery of Britain.

It is as if there are two stereotypes of, or myths about, higher education which are jostling for the attention of school teachers, industrialists, politicians, and the public at large.

The first goes something like this: "Oxford and Cambridge, which have such a tight grip still on the commanding values of all universities, were the product of a pre-industrial world and have successfully resisted incorporation in the modern practical world. The civic and redbrick universities started off on the right tack as local, down-to-earth institutions with lots of students coming to evening classes on the trams or trolleys, but they too have been seduced."

The technological universities have either for here there is a choice of accusations - abandoned their roots in industry for the sake of academic esteem or been punished with especially severe cuts by the University Grants Committee for remaining true to their industrial origins.

"Whichever is true, the conservatism of university values is exposed. Although there are degrees of guilt all British universities have been infected by ivory-towerism; they disdain relevance and suspect the practical world."

That is the first stereotype with which higher education has to contend. The polytechnics and other non-university colleges are also implicated, although a little less severely. They too are suspected of having become rather high-and-mighty, looking down on sub-degree and part-time students and mimicking university values and practices.

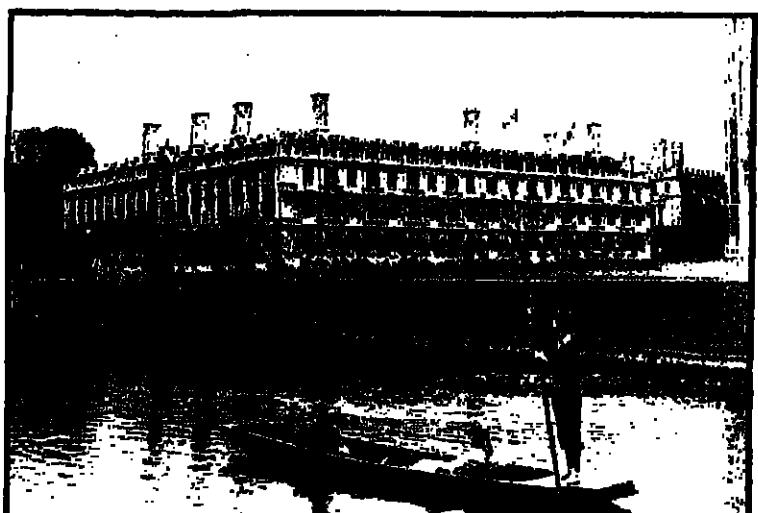
In the case of Oxbridge this first stereotype could be summed up as the 'Bridghead syndrome'; in the case of polytechnics and colleges the charge is of 'academic drift'. But they are really the same. Higher education is regarded as remote, high-minded, snobbish and impractical.

The second stereotype of higher education is very different. It goes like this: "No nation can expect to keep up in the economic race if it does not



Redbrick values v. 'Ivory tower': Manchester Polytechnic and Clare College, Cambridge

Peter Scott discusses the conflicting demands being made on higher education



invest in higher education. It is the source of much of the science on which future technology and so wealth depend.

"Higher education also supplies the nation's need for highly trained manpower. More and more knowledge itself will become a resource as important as labour or machines or energy. So the institutions that produce knowledge, preeminently higher education, must be regarded as crucial to national survival and success."

The difficulty is that the same people believe in both stereotypes, and often at the same time. They appear to find no inconsistency in simultaneously regarding universities and polytechnics as ivory towers and as knowledge factories.

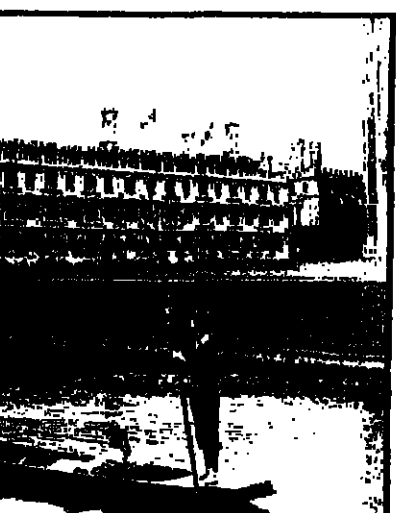
Of course, this ambivalence about higher education's public image is not new. Even in the boom years of the 1950s and 1960s when the second stereotype was very much in the ascendant, when the new universities were founded and the Robbins report was accepted by the Government within a day of its publication, the first

stereotype was never quite forgotten. The polytechnics were created precisely because the universities were seen as... well, too ivory-towerish.

But today the ambivalence has grown more acute - and nowhere is it more acute than at Westminster and in Whitehall. The Prime Minister is said to disapprove of higher education, so the UGC grant is cut and the local authority pool for polytechnics and colleges is slashed. But the Prime Minister is said to be enthusiastic about science, so the budgets of the research councils are kept up. The fact that nearly all their money will be spent in universities, which is hardly consistent with the first cuts, does not seem to matter.

In the face of this ambivalence, higher education's strategy is inevitable. It is to play down any aspect of its activity that can possibly be stigmatized as ivory-towerish and/or subversive, and to emphasize those aspects of its work that fit in with the science factory stereotype.

The result has been a rash of science parks, those building sites next door to universities that so concretely symbol-



ize the symbiosis of industry and higher education (and can be solemnly opened by visiting Cabinet ministers). No self-respecting institution can do without one in the 1980s. Another example is the incestuous corporatism that has grown up between large private companies, government departments, and research councils in some of the most significant fields of technology.

And it works. The Government does seem to have had second thoughts about the nostalgically hostile attitude to higher education with which it entered office five years ago. The universities in particular have benefited from this discreet U-turn. Altogether almost a thousand "new blood" lecturing posts have been created or promised, most in science and technology. Yet it was only yesterday that universities were being urged to push ahead with "restructuring", a euphemism for shedding large numbers of academic staff.

The ambivalence about the public image of higher education has penetrated deep into the private world of universities and polytechnics. On the

one hand are the cuts in public expenditure on higher education as widespread demoralization to their inevitable consequence. To the meat of newspapers, headlines for many people, certainly headlines possibly inside the system, it mines their view of what is to be our universities and polytechnics.

On the other hand is the very creativity of British higher education in intellectual terms our records of the most productive system of higher education in the world. It is exciting years in many disciplines in history, in the biological sciences (there it be said) sociology, in every case, British teachers and scholars are right at the advanced frontier of knowledge.

One of the most remarkable, least remarked, aspects of the expansion of higher education taken place since the publication of Robbins report 21 years ago at our universities and polytechnics kept their reputations. The notions of many other British institutions have sadly declined over the generation, but higher education seems to have avoided this in nearly every aspect it touches. It remains an excellent system in a quite a sense.

Nor is the inventiveness of education confined to the state plane; it is as apparent in the developing policies for the year 1990. The local authorities, the polytechnics and the other tertiary colleges, have been reformed by the creation of the National Advisory Body, where universities are in the middle of a "great debate" initiated by the UGC.

Perhaps the best phrase to describe the present condition of British universities and polytechnics is "a phoney crisis". Of course, disruption created by the present government's cuts should not be underestimated. But they have a short of the Armageddon that the shriller cries of protest to support. Despite the extent of the cuts, British higher education remains an immensely resilient institution with its own confidence and confidence almost intact.

Peter Scott is the editor of *The Higher Education Supplement*, a weekly journal of the University Grants Committee, published by Croom Helm on April 26 (£16.95 hardback, £8 paperback).

Private sector accused of knocking tactic

by Nick Wood

Independent schools are resorting to knocking the state sector in a bid to attract more fee-paying pupils, it was claimed this week.

Their advertising has become much more aggressive in response to the financial squeeze of the past few years. Professor Ted Wragg, director of the School of Education at Exeter University, told a fringe meeting on primary schools at the annual conference of the National Union of Teachers in Blackpool.

State primary schools now face an "attack of unparalleled aggression from a prep school sector anxious to recruit fee-paying pupils," he said. "In some advertising campaigns there has been an increase in the knocking of maintained primary and secondary schools."

Professor Wragg accused the private sector of seeking to undermine state schools through the "innuendo" that it had better teachers and was better able to instill in children good manners and high moral standards.

He quoted from an advertisement carried by the local paper in Exeter which, he said, typified the independent sector's switch to "aggressive competitive marketing". It claimed: "Independent education gives the right atmosphere in which to learn... and generally has better teachers."

Ms Jane Capon, ISIS press officer,

said that it was "unfair" of Professor Wragg to accuse the private sector of aggression. They were simply more aware of the need to find pupils and to sell themselves that much harder than before.

"The statement complained of is fairly mild compared to what a lot of people, including Ted Wragg, say about the independent sector."

Nevertheless, the outlook for primary schools is encouraging, Professor Wragg said. From 1986 their pupil numbers will start rising and they will stand every chance of emerging from a decade of "comparative neglect," which has seen the spotlight of educational concern focus first on secondary schools, then on the 16 to 19 age group.

The growing interest of universities in training primary teachers - there are 16 today running such courses compared with a couple 20 years ago - and the renewed interest being shown by ministers and HMI suggested that primary schools have an increasing number of "friends in high places".

"At last the primary sector is getting the professional recognition it deserves," Professor Wragg said. "The mid-1980s is a time when we can pick up the pieces and have a second beginning in primary education."

Parents fight for 'unique' school

by Sarah Bayliss

Parents and friends of a primary school which was commended in the 1967 Plowden Report are campaigning to prevent its closure.

The parents of Howe Dell school in Hatfield, Hertfordshire, claim that the school is always oversubscribed and that there can be no educational grounds for merging it with another school.

Howe Dell is housed in a Grade II listed Tudor building and was cited in the Plowden Report for the positive way in which the environment is used throughout the curriculum. A photograph of the children's depiction of the school was included in the report, and is shown here.

In a detailed document denouncing the closure proposals, parents quote Mr Timothy White, a member of the Plowden Committee, as saying the school was one "whose standards of both education and general conduct were so high in every way, especially in art and music, to make the school unique and very special, not just in Hertfordshire but in the country".

Parents say Howe Dell is held in high regard locally, that it is repeatedly oversubscribed and there are no signs of that support dropping off. The future of the school has been thrown into doubt by a review of



Plowden said Howe Dell showed imagination and accuracy in reconstructing the past.

several primary schools in the Hatfield area, some of which currently have surplus places. Hertfordshire's education committee has accepted a report which anticipates an increase in surplus places and which suggests that a new prefabricated building is needed at Howe Dell, costing £280,000.

The parents claim that Hertfordshire has got its figures wrong on both counts and that an existing pre-fab at Howe

Dell could be refurbished for only £7,000.

Mr David Barrow, chairman of the Howe Dell Action Committee, who has two children at the school, said parents would continue to lobby local councillors to vote against the proposal at a county council meeting on May 15. "We can't believe they will ignore the excellent educational provision at Howe Dell and the enormous support it has from parents and staff."

NEWS

Mike Durham looks at issues in next week's local elections

Education generates poll heat

The future pattern of secondary education and the school services in Birmingham, continued privatization in Dudley and the implementation of Liverpool's secondary reorganization are among the issues likely to be hard fought in next week's local elections.

Polling takes place on May 3 in 160 local government areas in England, among them the 36 metropolitan districts which run education in the Midlands, North West and North East. In each district one third of council seats are being contested.

Sweeping changes in political control are unlikely, although Labour hopes to gain overall control in one or two areas and undermine Conservative domination in some others. The Liberals may hold the balance of power in some areas, notably Kirklees and Newcastle.

Birmingham, where the Conservatives have an overall majority of three, is the most likely authority to change hands. Labour, defending 18 seats, needs to hold on to them and win four more to gain an overall majority. The result will be of particular interest as Birmingham has long been regarded as a touchstone of the Government's

popularity.

One immediate effect of a Labour victory would be the ending of the long-running dispute over the dismissal of 5,000 dinner ladies. The High Court last week laid the path open for the council to reintroduce its scheme to renegotiate contracts with school meals staff at lower wages. A new Labour administration would be certain to drop the scheme.

But in other respects the outcome for the future of Birmingham's secondary education may be less clear. Although secondary reorganization plans have been something of a political football in the past after two years of mixed tertiary and secondary schooling a new phase of settled administration may be in the offing.

Labour, which lost control to the Conservatives two years ago, says it will end education cutbacks and expand nursery education, develop the curriculum and provide more back-up for teachers if it wins control. But there are no plans to carry out any further secondary reorganization. "We will continue the present structure as we recognize there has been too much upheaval in recent years," said

Labour's spokesman, Mr Norman Hargreaves.

"We've sat on the fence in the past but this time we're being quite clear about it. Instead, we will monitor the operation of the selective 11-16 schools and sixth-form colleges set up by the Tories". But the possibility could still be open for a further reorganization in two or three years.

In Conservative-controlled Dudley - Britain's lowest-spending education authority - Labour needs to gain six seats in order to return the council to a position of no overall control. With the Conservatives defending 15 seats this time, four of them marginal, to Labour's nine, this is considered a real possibility.

If the council is "hung", perhaps with a single Social Democrat councillor effectively holding the balance of power, the implications could be considerable for Dudley's controversial privatization and efficiency programmes. The Conservatives are promising an injection of cash for books and equipment, more in-service training, and school building maintenance.

In the more remote event of Labour actually taking control of the council, one of the new administration's first acts would be to review the salary contracts given to the chief education officer and other senior administrators. Labour's spokesman said there were serious problems "right across the education service".

The wild card in the election pack is likely to be Liverpool, where the situation is complicated by the council's dispute with the Government over its "illegal budget". Voters in Liverpool may be tempted to vote against traditional party lines and Labour needs to lose only two seats to forfeit overall control.

Labour has an overall majority of three but six Labour councillors have refused to support their group's plans for the illegal budget. In normal circumstances Labour sources officially consider the authority "vulnerable".

The elections in Liverpool come on top of DES consideration of Labour-inspired plans for reorganization of the city's secondary schools. The plans, for closing some schools and retaining others as 11-18 neighbourhood comprehensives - the first city-wide blueprint for secondary education to be submitted to the DES - are being considered by Sir Keith Joseph, the Education Secretary.

There is speculation that announcement of Sir Keith's decision is being delayed until after the election, thus removing it from debate as an election issue. Sir Keith is believed to have approved most of the reorganization plans except for proposals to close Liverpool's single-sex schools entirely.

However, a return to political indecision in Liverpool would raise the possibility of the authority being unable to agree on the implementation of the reorganization scheme.

Other authorities to watch are the Wirral, where the Conservatives, with a majority of four, are tipped to lose overall control, and Bradford and Stockport which are already "hung" councils.

In Bradford, Labour is defending 17 seats to the Conservatives' 11, with two held by the Liberals. Labour needs to win five new seats to gain an overall majority. In Stockport a Conservative administration is effectively kept in place by three independents and the loss of two seats would result in a stalemate.

Rate-capping is an issue in most areas, especially among high-spending Labour-controlled authorities anxious to blame government interference for future cuts in services. In some districts, education represents up to 70 per cent of the budget and Labour is forecasting savage cuts.

Traditionally Labour Manchester, Leeds and Newcastle are most affected. But in many other authorities the Government's policies on local government have put Conservatives on the defensive.

Redbridge to water down selection plan

Conservative-controlled Redbridge council is planning to go ahead with a watered-down version of its plan to increase the selective intake into its secondary schools, despite opposition from parents and teachers.

A demonstration is being planned next Monday evening in the borough - on the day a special education committee meeting has been summoned to discuss the scheme.

A report to go before that meeting will recommend that councillors close two comprehensives - Fairlop and Nightingale - although a plan to amalgamate two others - Seven Kings and Valentine - has been scrapped.

In addition, the report floats the idea of reducing the level of entry to the borough's boys' grammar school, Ilford Boys, by one form. The plan is similar to an option put out in a consultation document for parents by the council which received the support of 26 per cent of those who replied - while 48 per cent wrote into the form that they favoured a fully comprehensive system.

Mr Geoff Matthews, chairman of the Redbridge Campaign for Comprehensive Coordinating Group, said: "One would have thought they would have had to make some significant changes in this preferred solution following the consultation exercise - but this is just tinkering with it."

Mrs Joan Moseley, branch secretary of the National Union of Teachers, said: "If they had gone ahead with one idea they floated, of one mixed grammar school (as opposed to the two single-sex ones they now have)... at least it would have been a step in the right direction."

Wrong ratio

In last week's analysis of local authority estimates, we mistakenly described Kirklees as the authority with the worst secondary pupil-teacher ratio. In fact, the figure of 18.75 for Leek, which has a ratio of 19.30, is the

Sex lessons discourage gypsy school attendance

by Sarah Bayliss

Sex education in any form is considered taboo by gypsy families and this is a common reason for non-attendance of their children at secondary schools, according to an advisory teacher.

Ms Jose Patterson, who works in Berkshire and Oxfordshire, says schools should be aware that many travellers have a strict moral code; they should try to consult parents before embarking on any sex education or risk pupils being removed from school without explanation.

Writing in the May edition of *Junior Education*, Ms Patterson says parents are often afraid of indiscriminate mixing of boys and girls at school without supervision. Pupils might also be very reluctant to change their clothes for games or swimming.

Ms Patterson's advice is important in the light of an HMI discussion document published last year, which said that many gypsy children were missing school and only a minority of

the estimated 12,000-15,000 school-age children were attending. The conflict between culture and school life was given as an important reason but no reference to sex education was made.

Another difference in life-style highlighted by Ms Patterson is the absence of almost any concept of time. Ages and birthdays are rarely known and the days of the week are not differentiated - except perhaps, for Sunday.

The travellers' way of life militates against regular time-keeping and arriving at school on time may be difficult; a children may mistake play or lunchtime for the end of the school day.

"The whole ethos of the school, its rules, formalities, discipline and especially school terminology, are totally alien to the majority of these children," she writes.

The settling-in period is therefore very important, and demands a lot of patience and understanding from staff. Instructions such as "attention" will

take place in half an hour", or "PB is in the gym on Wednesday at 2pm" may be meaningless.

She suggests that to help a child's integration into school, they should not be separated from their brothers and sisters and gypsy friends. A child's worst fears are separation from their family and exposure of the fact that they cannot read.

She advocates firm discipline from teachers, saying that gypsy children are quick to detect any weakness. At first children may be demanding and unable to work on their own; they need a short, varied and well-structured curriculum.

Teachers should draw as much as possible on children's own experiences, the going price of lead and other metals, for example, could be the basis for a maths lesson.

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Youth custody 'sure recipe' for turning out adult criminals

by Diane Spencer

The new youth custody sentence is "a sure recipe for turning today's delinquents into tomorrow's adult criminals", the director of the National Association for the Care and Resettlement of Offenders said last week.

Ms Vivien Stern said the figures for the first six months of the operation of the Criminal Justice Act 1982, implemented in May last year, showed a marked increase in the number of young women sent to penal establishments.

The act abolished borstal training and imprisonment for offenders under 21 and replaced them with the youth custody sentence for 15 to 20-year olds.

Statistics showed: ● The number of 15 and 16-year-olds given a custodial sentence leaped by 77 per cent compared with the same period the year before. ● 17 per cent of those in the number of 17 to 20-year-old women sentenced

to youth custody:

● 15 per cent fewer boys were sent to detention centres than the year before. ● 10 per cent more received the new youth custody sentence than the equivalent borstal training sentence the year before.

"Locking up young people and putting them through a system of brutal training proved a spectacular failure in diverting offenders from crime. The new youth custody is equally futile and wasteful," Ms Stern said.

She also predicted that the Office evaluation report on the "sharp shock" regimes introduced four detention centres in 1980 would show their "failure to reduce re-offending rates. The Government says it intends to publish this report in the summer, but it is unlikely to be published before the end of last year," she said.

CONFERENCE '84 AT BLACKPOOL

Reports by Richard Garner

Strike call over 3% pay offer wins mass support

Delegates to the NUT conference overwhelmingly endorsed their executive's call for a one-day strike and work-to-rule over the employers' 3 per cent pay offer.

Only half-a-dozen of the 1,800 delegates at Blackpool voted against the action - which will include a ban on lunch-time supervision and refusal to cover for absent colleagues from the second day of next term.

In addition, all NUT branches are being urged to hold meetings on May 9 - the day of the strike - to consider the possibility of extended strike action.

Calls for stronger action were, however, heavily defeated - as was a move to tie the negotiators' hands by obliging them to turn down a 4.5 per cent pay offer or take the claim to arbitration.

Mr Gordon Green, senior vice-president of the union, said: "There is no indication that the executive is rushing to accept 4.5 per cent - why is there this suggestion and rumour that the executive is trying to jump into some strange arrangement over this or anything else?"

Mr Doug McAvoy, acting general secretary, added: "If we are asked anything less than 4.5 per cent then it's not on. Also, I would stress you can't read into that that 4.5 per cent would necessarily be accepted by the teachers' panel."

The divisions on the management side of the Burnham Committee -

which negotiates teachers' pay - came into the open at the conference with Mr John Pearman, Labour leader of the management side in further education pay talks and a member of the management's primary and secondary negotiating team, accusing the employers of trying to "intimidate" the teachers.

Mr Pearman, who was the Association of Metropolitan Authorities' representative at the conference and is chairman of Wakefield's education committee, said: "If a degree of commitment had been shown from the outset then the problems and the raising of the temperature - causing anger and frustration and bringing into dispute many of the local authorities in the eyes of the public - would never have happened."

He said the fresh attempt to obtain a settlement "will not be helped by colleagues of ours who say that if we can hold on long enough the teachers will be frightened into no action because of the fears of withdrawal from the negotiations on salary restructuring."

As a prelude to the debate on the executive motion, Mr McAvoy told the conference that teachers, who earned 92p a week more than teachers in 1974, now earned £37.11 a week more, and police officers, who received £15.92 a week more 10 years ago, now earned £127.61 a week more.

Tribute to Blair Peach fails

Delegates failed in a move to persuade the conference to stand in silent tribute for two minutes to Mr Blair Peach, the former president of the union's East London Teachers' Association, who was killed following violent clashes between police and demonstrators after a National Front march in Southall five years ago.

More than 350 teachers had signed a petition to the union's president, Mr Peter Griffin, asking him to

allow the two-minute tribute on Easter Monday anniversary of his death. Following Mr Griffin's refusal to grant the motion was put to suspend standing orders the tribute to take place. But this was blocked by delegates who continued to challenge the motion. The union's ex-president, Mr Griffin, expelled if they did so while Mr Griffin was



Try this for size: outgoing president Don Winters hands over his chair of office to Peter Griffin at Blackpool

Politicians 'insensitive'

Both Sir Keith Joseph, the Education Secretary, and local education authority leaders have shown insensitivity to the needs of teachers, the president of the NUT told the conference.

Mr Peter Griffin, a teacher from Cuddihill, said that Sir Keith's of the profession appeared at the very least somewhat insensitive even detached.

"It appears to him to be a waste to be managed and, according to White Paper, Teaching Quality teachers have been trained to moderate their pay demands. Should then be assessed, but as a result of that process he is redeployed - or they are sacked."

"But you will seek in vain feeling his loss for the relationship, attachments that build up between teacher and a particular school, especially with the children, and how that has always been a service in an indefinable way."

Mr Griffin added that the "insensitivity" had worked through to the local education authorities in the salary restructuring.

"After recruitment, using a selection procedure, from rigorous training and quality, they recommend an individual profession under control of a thought with unresolved difficulties."

"Having battled on and on, that assault course one must enter into a move or less great state of competition with others not to seek to improve one's professional esteem but to stay up the incremental ladder."

Waivers dubbed blackmail

Local education authorities were accused of blackmailing teachers by asking them to sign waiver clauses removing their right to claim unfair dismissal or obtain redundancy payments before giving them temporary contracts.

Delegates unanimously passed a motion condemning the use of waiver clauses - and reaffirming that

temporary supervision duties were entirely voluntary.

Ms Jane Adams, from Southampton, proposing the motion, said: "What is the real choice facing those teachers - including probationers and married women returners - when they are told 'sign this or leave your job'?"

There is no other way to describe it than blackmail."

Brent warns of 250 lost jobs

Up to 250 teachers in Brent, north London, could be made compulsorily redundant next year, the conference was told.

Mr John Poole, from Brent, who proposed a motion to oppose the Government's rate-capping legislation, said that for Brent to meet the Government's spending targets next year 250 would have to be cut from the education budget.

As 60 per cent of the budget was represented by teachers' salaries, the authority was likely to have to find £5.4m from these salaries, he explained. "Thus, between 220 and 250 teachers or 10 per cent of the workforce in Brent are facing compulsory redundancy."

Mr Poole said that the Government was "hell-bent on wrecking the advance of state education because the success of welfare provision is anathema to its free market forces policy."

"Brent is on the hit list of overspenders," he said. "We need to spend £4m just on keeping heating and warmth in our schools. I challenge any government minister to come to Brent and tell the teachers where the authority overspends on education."

Mr Poole concluded: "We are beginning to see the naked truth of monetarism as applied to education."

Equality move

Moves to set up a special equal opportunities department at the union's headquarters were overwhelmingly approved by the conference. It also backed a move to establish an equal opportunities advisory committee as part of a drive to give more time to discussion of women's issues and removing sexism in schools.

'Sick and tired' of DES weakness

Teachers are "sick and tired" of seeing the education service being pushed around with the DES taking a "back seat" in Government initiatives, Mr Fred Jarvis, NUT general secretary, told the conference.

The NUT was worried that the introduction of the new Technical and Vocational Education Initiative had shown "the apparent impotence of the Secretary of State and the DES to stand up for the education service against all the pressurizing and manipulating of other ministers and the empire - building of the Manpower Services Commission."

He added: "TVEI was something cooked up by the Prime Minister in cahoots with Norman Tebbit and David Young, with Sir Keith Joseph being dragged along in their wake."

"Since then we have had the same forces pressing for the extension of TVEI before there has been any evaluation of the first projects; and

then proposing to take over a major slice of further education."

"And this month we have had the spectacle of the Secretary of State for Industry telling us that his ministry will be going around the country with double decker buses and articulated lorries touring school technology and telling us that the teaching of technology should start in primary schools from the age of eight. And in all this the DES has taken a back seat."

Mr Jarvis continued: "We are becoming sick and tired of seeing the education service pushed around. It is about time that the Secretary of State and the Department of Education and Science stood up, and spoke up, for the education service."

He attacked the decision to kill off the Schools Council, saying: "I believe that educational historians will come to regard that act of the Secretary of State as the most despicable and wrong-headed of any for which he has

been responsible."

Mr Jarvis went on to make a strong plea to Sir Keith Joseph for the abolition of corporal punishment. He said that Sir Keith's plan to exempt children of parents who objected to corporal punishment from receiving it was unworkable.

"Heaven knows who in the DES advised him about that, but they must know that approach will not work and that the time has come to end corporal punishment in our schools and to provide teachers with the necessary support for an alternative approach."

This conference urged that course on the Secretary of State two years ago. The union also set out in a major report the alternatives to corporal punishment, and in reply to the Secretary of State's consultative document last year, the executive told him that the only appropriate answer was to abolish corporal punishment entirely. It is high time he took that advice."

Radice sets out seven-point plan to raise standards

A seven-point plan for raising standards in schools was spelt out by Mr C. Radice, Labour's education spokesman, in a speech to a fringe meeting which reflected the concern among many Labour supporters that the party has said too little about standards in recent years.

Mr Radice said the issue of "raising the levels of achievement in our schools" was a crucial one, writes David Lister.

"Teachers know better than anybody that many pupils are already achieving a good academic standard," he said. "As Sir Keith Joseph has admitted in his Sheffield speech 'a higher percentage of the relevant age group are now passing exams at all levels than ever before. So it is not a

question of standards having fallen, as the Tory Right still maintain, but achievement of all pupils."

The "achievement strategy" should be based on seven principles, he said. All schools should be fully comprehensive as parents recognized that selection acts as a barrier to raising levels of achievement. Second, a broader definition of achievement should be devised. "The kind of achievement on which the current 16-plus exam so prominently concentrates is the capacity to 'formulate', organize, and recall information," he said. "But we must also recognize the practical and the oral skills and the need for motivation and commitment."

Thirdly, a form of curriculum and methods assessment which motivated rather than turned off pupils was needed. A common curriculum which achieved a better balance between theoretical and practical as well as between subjects was needed.

Clearly influenced by the Har- greaves report, he said he was attracted by the idea of breaking up fourth and fifth-year courses into a series of six to eight-week learning units, at the end of which pupils would get a credit.

Mr Radice's other priorities were: special help for disadvantaged groups, the closer involvement of parents with schools, the backing of the "achievement" package with more resources, and a re-emphasis that progress

education can only come through partnership. He advocated a new education council for the purpose of the education system.

Mr Radice added that it was a call a halt to the stringent, unproductive criticism of the profession. "The critics should remember that school standards can only be improved with the help and support of teachers. A self-confident profession is far more likely to succeed than one which is demoralized by constant curping."

"It is up to the Secretary of State to take a lead. He may have recognized that teachers in the schools have a right to be heard."

Plight of miners' children

The children of Britain's striking miners are going hungry because no money is coming into their homes, a fringe meeting was told.

Mrs Alison Wilkinson, a teacher from the mining community of Chesterfield in Derbyshire, told the meeting that only three children in her class were now paying for meals. "Some children in my school are hungry and they are going home to mothers who have no money," she added.

Another speaker at the meeting (which was organized by the Socialist Teachers' Alliance in conjunction with representatives of the National Union of Mineworkers) said that the closure of a pit near his Yorkshire school would mean that - ultimately - all of his pupils' parents would become unemployed.

Ms Vanessa Wiseman, from Lambeth, told the meeting that teachers should make a regular weekly contribution to the miners' strike fund - and continue to do so even if they themselves became involved in a prolonged dispute.

"When we go out on strike, we get full pay from our unions," she added. "We have to remember that the miners aren't getting strike pay - and the Government also takes £15 a week away from the money they get from supplementary benefit because it assumes they are getting strike pay."

The meeting raised £613 for the miners and a collection outside the conference hall on Saturday produced a further £480.

Mr Jim Ferguson, Liverpool executive member, led an abortive attempt to allow an NUM speaker to address the conference.

Mr Ferguson's plea failed to attract the necessary two-thirds majority, being carried by only 114,571 votes to 99,536.

Bert Lodge reports from the NAS/UWT conference in Llandudno

Discipline needs parental support

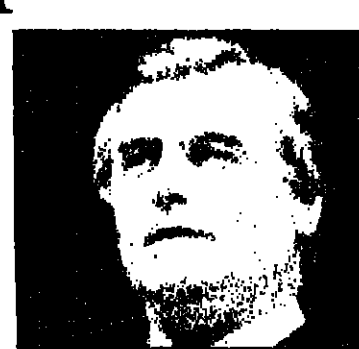
Present-day attitudes of parents towards their responsibility to discipline their children were blamed this week for the increase of disruption in schools.

In his presidential address to the annual conference in Llandudno of the National Association of Schoolmasters and Union of Women Teachers, Mr Peter Matthews, head of Chilton Junior School, Ferryhill, County Durham, also accused the Government of having big ideas for computers while failing to finance them.

He also said that both political parties had made promises about providing nursery education which turned out meaningless.

Fifty years ago when parents visited a school the first question they asked was not how well their child was doing but was he behaving himself, Mr Matthews said. Children knew their parents would give the teacher full support.

"What is the position today? Too



Peter Matthews

the Government's sponsored scheme, but a second one would cost them £800.

The training of teachers in its use had taken place either in the teachers' own time or because other staff had been prepared to stand in. He was convinced this machine was not going to revolutionize teaching but now rather

ing dust in a cupboard. "Here is yet another example of neglect in the provision of resources in the primary school that will have to be made up at enormous cost in later years," he said.

Throughout the country, only 22 per cent of three and four-year-olds and no more than 40 per cent of all pupils under five were at nursery school.

"In comparison with our European neighbours, we are in the Dark Ages. At the age of four the percentage of children attending nursery school is 97 per cent in Belgium and France, 93 per cent in the Netherlands and 90 per cent in Luxembourg."

"Where is the integrity in the fine words and pledges of successive governments of both major parties? The truth is that they have used the provision of pre-school education as a political football."

Mr Matthews said he could not understand why six weeks after children had left primary school the capitation allowance for each of them doubled. Two years ago he had £2,570 to spend on education. He discovered that in that same year his pupils spent £8,500 on sweets and crisps.

He was not criticizing the secondary pupils requisition allowance. But it did highlight the inadequacy of the primary school allowance.

Sir Keith Joseph, Education Secretary, said in Sheffield earlier this year that he wanted to work with teachers. The way to do that was through their unions. Yet when he invited nominations for his important new committees he specified that they would represent only themselves and not their unions.

"That is not a true partnership as far as I am concerned. If he wishes to be taken seriously by this association he must be prepared to have sensible discussion with its elected representatives."

Caning option a 'political ruse'

Offering parents the choice of whether their children should be caned was Sir Keith Joseph's way of making teachers appear responsible for the abolition of corporal punishment, the conference decided.

A motion declaring that Sir Keith's proposals would result in an "unworkable and anomalous" situation in schools was passed overwhelmingly.

But the union again rejected a call to revoke the present *in loco parentis* status of teachers and called instead for a national policy for ensuring proper order in schools.

Mr John Wood, of Ashington, said the Secretary of State's proposals deserved the utmost condemnation.

Hounded by the European Court of Human Rights, on one hand, and by his Tory backwoodsmen on the other, Sir Keith had hit on the sly idea of larding teachers with an unworkable system so that corporal punishment would disappear from schools by default.

"I despise the political trickery behind Sir Keith's proposal. Yet I believe these proposals will be implemented. We must make it clear that responsibility lies with the government."

Mr David Parnham, Derbyshire, said he had warned the conference five years ago that the European Court would take away this right of teachers in this country. The union was now

admitting it would have to abandon its policy on corporal punishment of leaving it to the professionals and yet it was unprepared for what would follow.

Mr Peter Inskeep, Nottingham, said what often replaced corporal punishment was appalling time consuming: filling in forms, telephoning, having parents in to school, setting up panels and endless meetings. It left little time for teaching.

The conference accepted an amendment calling for the executive to produce at next year's conference recommendations for sanctions and disciplinary measures that should be available to teachers in the event of the abolition of corporal punishment.

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NUT fury over Croydon vetting its postbag

by Nick Wood

Teachers in Croydon have launched a furious attack on the council's decision to tear up a long-standing agreement to distribute free to schools all letters from unions to their members.

They say that its decision to vet all post for the "school bag" and to reject anything deemed "contentious" amounts to "censorship" and "an attempt to stifle the union movement".

Mr Chris Lippett, acting secretary of the local association of the National Union of Teachers, attacked the decision.

"My members are really angry about it. The fact that we are not allowed to send out legitimate union communications through the bag is a breach of the CLEA's regulations on conditions of service."

"We have to analyse our pieces of information for members to decide if they will be stopped by the local authority."

"It's an attempt to stifle the union movement. Who cannot regard it as censorship aimed at making union activity as difficult as possible?"

Mr Lippett said that the council's move could cost the branch an extra £1,000 a year in postal charges.

He has yet to be officially informed of the decision despite two letters from him to Mr Donald Naismith, the director of education, asking when and where it had been made.

Instead, staff in the education department had twice telephoned him to say that material handed in for the bag would not be sent out to schools.

First he was told that the agenda for the union's annual general meeting was unacceptable because it contained a motion on school meals that was critical of council plans. Then he learned that the authority was refusing to handle a circular to teachers on corporal punishment.

A spokesman for the education department said the decision was the responsibility of the town clerk's department. "It applies only to material considered contentious. We will send out letters summoning people to meetings, but not those when they begin to beat the drum."

Language group to launch awareness campaign

by Bob Doe

A campaign to persuade schools to teach all pupils "language awareness" is likely to be launched this summer by the National Congress on Languages in Education (NCLE), the umbrella organization covering most of the English and foreign language teacher associations.

An unpublished report of a congress working party has recommended that the NCLE should set up a permanent body to advise and support schools and should campaign for greater prominence for language education in the training of all teachers.

The working party was chaired by Professor John Sinclair of the department of English language and literature at Birmingham University. Its report will be submitted to the NCLE meeting in July.

It defines language awareness as "a person's sensitivity to and conscious awareness of the nature of language and its role in human life".

Courses in it would make "explicit the knowledge and skills pupils have built up in the course of their experience of language and (develop) powers of observation and analysis".

But this does not mean "grammar drill" or "purposeless parsing", the report stresses. Nor are language awareness classes meant to replace courses in English or foreign languages or to provide a "sop" for the less able.

The working party recommends that the NCLE should take steps to coordinate language teaching to provide the impetus for the "language across the curriculum" ideas of the Bullock report. The congress should also run home to local authorities and the Department of Education and Science the importance of local and national policies on language awareness and ensure that it is taught to all teachers during initial training.

The working party surveyed local authorities to find out how much language awareness is being taught at present. It found "many undertakings in individual schools, although often in a small way and rather tentatively".

Language awareness teaching in schools at present includes first and second year introductions to language learning; sixth form courses; language development sections of preparation for parenthood courses; and "language across the curriculum" study skills programmes.

As well as taking a variety of forms, there was also a diversity of purposes. These included strengthening reading, and study skills in English and foreign languages.

The report of the working party on language awareness is to be published by the Centre for Information on Language Teaching and Research (CILTR), 20 Carlton House Terrace, London SW1.

Tools for talk, page 20

Further education proposed 1984 pay scale

	Salary			Salary	
	Old	New		Old	New
Lecturer I	0 5,845	5,874	Vice Principal	0 10,812	10,812
	1 6,083	6,117		1 11,128	11,128
	2 6,123	6,158		2 11,440	11,440
	3 6,303	6,341		3 11,752	11,752
	4 6,603	6,647		4 12,064	12,064
	5 6,861	6,911		5 12,376	12,376
	6 7,107	7,162		6 12,688	12,688
	7 7,395	7,455		7 12,996	12,996
	8 7,683	7,748		8 13,308	13,308
	9 7,968	8,038		9 13,620	13,620
Lecturer II	0 8,253	8,283	Principal	0 14,224	14,224
	1 8,491	8,525		1 14,536	14,536
	2 8,671	8,711		2 14,848	14,848
	3 8,937	8,987		3 15,160	15,160
	4 9,242	9,297		4 15,472	15,472
	5 9,547	9,607		5 15,784	15,784
	6 9,852	9,917		6 16,096	16,096
	7 10,157	10,222		7 16,408	16,408
	8 10,462	10,532		8 16,720	16,720
	9 10,767	10,842		9 17,032	17,032
Senior Lecturer	0 10,883	10,918	Agriculture Lecturer IA	0 5,845	5,874
	1 11,121	11,161		1 6,083	6,117
	2 11,359	11,404		2 6,321	6,355
	3 11,597	11,647		3 6,559	6,593
	4 11,835	11,885		4 6,797	6,831
	5 12,073	12,123		5 7,035	7,069
	6 12,311	12,361		6 7,273	7,307
	7 12,549	12,599		7 7,511	7,545
	8 12,787	12,837		8 7,749	7,783
	9 13,025	13,075		9 7,987	8,021
Principal Lecturer	0 12,519	12,564	Lecturer IB	0 6,321	6,355
	1 12,757	12,802		1 6,559	6,593
	2 12,995	13,040		2 6,797	6,831
	3 13,233	13,278		3 7,035	7,069
	4 13,471	13,516		4 7,273	7,307
	5 13,709	13,754		5 7,511	7,545
	6 13,947	13,992		6 7,749	7,783
	7 14,185	14,230		7 7,987	8,021
	8 14,423	14,468		8 8,225	8,260
	9 14,661	14,706		9 8,463	8,508
Head of Department Grade I	0 10,422	10,467	Lecturer II	0 6,321	6,355
	1 10,660	10,705		1 6,559	6,593
	2 10,898	10,943		2 6,797	6,831
	3 11,136	11,181		3 7,035	7,069
	4 11,374	11,419		4 7,273	7,307
	5 11,612	11,657		5 7,511	7,545
	6 11,850	11,895		6 7,749	7,783
	7 12,088	12,133		7 7,987	8,021
	8 12,326	12,371		8 8,225	8,260
	9 12,564	12,609		9 8,463	8,508
Grade II	0 11,070	11,115	Lecturer II	0 6,321	6,355
	1 11,308	11,353		1 6,559	6,593
	2 11,546	11,591		2 6,797	6,831
	3 11,784	11,829		3 7,035	7,069
	4 12,022	12,067		4 7,273	7,307
	5 12,260	12,305		5 7,511	7,545
	6 12,498	12,543		6 7,749	7,783
	7 12,736	12,781		7 7,987	8,021
	8 12,974	13,019		8 8,225	8,260
	9 13,212	13,257		9 8,463	8,508
Grade III	0 13,089	13,134	Lecturer II	0 6,321	6,355
	1 13,327	13,372		1 6,559	6,593
	2 13,565	13,610		2 6,797	6,831
	3 13,803	13,848		3 7,035	7,069
	4 14,041	14,086		4 7,273	7,307
	5 14,279	14,324		5 7,511	7,545
	6 14,517	14,562		6 7,749	7,783
	7 14,755	14,800		7 7,987	8,021
	8 14,993	15,038		8 8,225	8,260
	9 15,231	15,276		9 8,463	8,508
Grade IV	0 14,148	14,193	Lecturer II	0 6,321	6,355
	1 14,386	14,431		1 6,559	6,593
	2 14,624	14,669		2 6,797	6,831
	3 14,862	14,907		3 7,035	7,069
	4 15,100	15,145		4 7,273	7,307
	5 15,338	15,383		5 7,511	7,545
	6 15,576	15,621		6 7,749	7,783
	7 15,814	15,859		7 7,987	8,021
	8 16,052	16,097		8 8,225	8,260
	9 16,290	16,335		9 8,463	8,508
Grade V	0 15,390	15,435	Lecturer II	0 6,321	6,355
	1 15,628	15,673		1 6,559	6,593
	2 15,866	15,911		2 6,797	6,831
	3 16,104	16,149		3 7,035	7,069
	4 16,342	16,387		4 7,273	7,307
	5 16,580	16,625		5 7,511	7,545
	6 16,818	16,863		6 7,749	7,783
	7 17,056	17,101		7 7,987	8,021
	8 17,294	17,339		8 8,225	8,260
	9 17,532	17,577		9 8,463	8,508
Grade VI	0 16,832	16,877	Lecturer II	0 6,321	6,355
	1 17,070	17,115		1 6,559	6,593
	2 17,308	17,353		2 6,797	6,831
	3 17,546	17,591		3 7,035	7,069
	4 17,784	17,829		4 7,273	7,307
	5 18,022	18,067		5 7,511	7,545
	6 18,260	18,305		6 7,749	7,783
	7 18,498	18,543		7 7,987	8,021
	8 18,736	18,781		8 8,225	8,260
	9 18,974	19,019		9 8,463	8,508

NATFHE recommends deal

Leaders of the National Association of Teachers in Further and Higher Education are recommending the pay settlement of 4 per cent, thrashed out last week, to their members.

Mr Peter Dawson, general secretary, said that although the increase could not be said to meet the justifiable demands of members, "the total package on offer is the best that could be achieved in the current circumstances".

The 800 branches of the union consider the offer, which includes extra £330 for the 14,000 on average stuck at the top of L1, an increase of 7.4 per cent, at the beginning of the term.

The 14 regional councils will meet around May 19, when they will be followed by a special meeting of the national council on May 22. The offer is likely to be raised in the annual conference at the end of the month.

Richard Garner reports from last week's AMMA conference in Bournemouth

Fears over assessment

Concern over the "obsessive encouragement" given by Sir Keith Joseph, the Education Secretary, to formal teacher appraisal as a means of improving the quality of the profession was voiced by the conference.

Members were told that "a small minority of headteachers" would use assessment as a means of making sure teachers were brought into line.

Mr John Hopkins, chairman of the

union's salaries and pensions committee, warned that at some stage during the salary restructuring talks local authority representatives would say to teachers' leaders: "No assessment, no money".

Croydon, said that teachers in her borough were already discussing an appraisal document with the authority and were faced with "central control of

the curriculum locally". She said that Mr Donald Naismith, the authority's director of education, was "more like Sir Keith Joseph than Sir Keith Joseph".

The conference agreed (with only three abstentions) to instruct the union's executive to investigate current and proposed practice in teacher assessment.

Move on parental duty

A call should be made to the Government to bring the legal responsibilities of parents into line with those in other European countries, the conference decided.

Members were told that in France and West Germany child allowances could be withdrawn from parents if their children persistently refused to attend school.

They overwhelmingly supported a

motion which spoke of "the increasing frustration over the behaviour of parents in many schools". "It is a problem. It is a problem."

In addition, it urged a response to the teachers' view of the Government's plan to introduce new legislation on

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TV film condemned

Television news coverage of the dying moments of the policeman gunned down outside the Libyan Peoples' Bureau was condemned in a motion calling on the 'executive' to support reasonable moves to limit certain written and visual material which may

'No' to miners

Members turned down a request from a delegation of South Wales miners touring the area to address the conference about the National Union of Mineworkers' dispute over pit closures. Only a handful of delegates voted to give the

Books shortage

Cuts in spending are having a disastrous effect on the provision of classroom books and the stocking of school and college libraries, the conference decided.

Andrew Fletcher, from Avon, said that at his school, "which had 100 pupils - the amount spent on books

NEWS

Welfare officers refuse to be blamed

by Diane Spencer

Education welfare officers must not be used as "scapegoats" by the Government for the failings of the education system, a conference in London was told last week.

At the centenary meeting of the National Association of Social Workers in Education, Mr Randolph Bamford, the new president, called on the Education Secretary to recognize the important role of the members.

Mr Bamford said he could not recall the education welfare service being mentioned in a party political manifesto before 1983 when the Conservatives pledged "to switch the emphasis in the EWS back to school attendance so as to reduce truancy".

He asked if this meant that at long last Sir Keith Joseph was to insist that the Department of Education and Science put its money where its mouth has been.

"If this is the case, this association will ensure that his name goes down in history."

But far too many children were written off by teachers by the time they got to the fourth and fifth years, and pupils were quick to react to this rejection.

"How convenient it would be for Sir Keith to place the failings of the education system on the head of the welfare service and then forget about us for another year or so."

Sir Keith should issue a circular of guidance to local education authorities, emphasizing the importance of the EWS in its centenary year. The circular should stress the preventative nature of the work, the importance of training, and that its proper place is in the education, not the social service department, he said.

But Mr Bamford feared that Sir Keith would, instead, encourage EWOs to make more use of the courts to get children back to school.

In the short term this could be successful, but experience had shown that in the long term, courts had failed to improve attendance rates. Changing or modifying attitudes of these children and their parents was a laborious task, but more worthwhile.

It made economic sense to develop the preventive role of the EWO, he said. "Education authorities should examine the cost of employing an EWO and compare it with the cost of maintaining a child in a residential establishment. An EWO only has to prevent three or four children a year from slipping through the preventive net to more than offset his salary."

Mr Bamford welcomed the report of the HMI on the EWS in eight education authorities (reported in *The TES*, April 13), especially as it recognized that the service was correctly placed in education departments.

Earlier in the conference, Mrs Renee Short, MP, chairman of the Parliamentary Select Committee on social services, said that her committee would be recommending better cooperation between the two secretaries of state responsible for education and social services.

This would help to eliminate the areas of conflict between the services with civil servants arguing about who should do what. "And the poor victim in the middle drops through the net."

She said that children's views should be heard and praised the National Association for Young People in Care, for its work in helping youngsters have a say in their future.

NASWE has marked its centenary by publishing a short history of the association, *The long walk from the dark school board man to education social worker* by Frank Coombes and Dave Bees, £3 from NASWE, 19 Moorfields, London EC2A 4PU.

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NEWS

NEWS

Short visit shows gaps in staffing

A good school with committed, hard-working teachers but with a barely adequate range of A level courses is how the Inspectors describe Thornbridge Comprehensive School, Sheffield.

The report follows one of the "short" inspections, part of a national monitoring of secondary education. It is not the product of a general inspection.

For the past few years the school has been passing through a difficult period, the consequence of falling rolls and signs that the local authority was contemplating a radical restructuring of secondary education. Despite this staff morale is high and considerable time and thought given to the development of the curriculum.

"In almost all the lessons seen, relationships between teachers and pupils and among the pupils themselves were excellent."

"There are very few signs of lack of motivation, irrespective of academic ability, and the work habits of almost all pupils are most commendable."

The sixth form is operated jointly with the neighbouring Frecheville School and the major subjects like maths, English, the sciences, history and geography are available. But the lower sixth has no A level French, partly because of lack of demand and partly as a result of redeployment of staff caused by falling rolls. Also recently dropped were A level German, housecraft, music, art, economics, further maths, technical drawing, needlecraft, British government and politics.

In physical education "the range of experience and challenge is limited and does not provide adequate opportunities to participate in expressive movement." Standards in boys' physical education are generally low. There is considerable scope for de-

velopment and the department needs to consider the value of detailed planning in order to ensure that pupils are provided with adequate opportunities to make progress in the quality of the work.

The general standard of written work across the full range of the curriculum is satisfactory to good and standards of presentation are generally high. "The influence of the work of the English department is noticeable in the language development occurring in other subjects."

In maths, staff were aware of the need to monitor progress carefully to ensure that the ablest pupils were adequately challenged, but some pupils were found to be working on unchallenging material which had already been adequately covered.

"Further thought should be given to the progression of work, particularly with pupils of average ability."

While teacher-pupil relationships were satisfactory in the modern language classes, most pupils were under-achieving, "the pace of most lessons was slow and there was little sense of direction, inadequate variety of stimulus and virtually no use of the spoken foreign language".

The inspectors detected a lack of coherence and clarity in the schemes of work and lack of joint planning by the staff.

Progress in craft, design and technology is inhibited by the workshops which give cause for considerable concern. "The current accommodation is inadequate for the developing design and technology courses and recent attempts to improve the hot metals area have not been satisfactory."

However, there is good work on the motor vehicle course and, together with the laboratory work in science, pupils develop a good range of practical skills.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ. Also available from L.E.A.s.

Balanced team

Firm leadership from the headteacher and a high degree of commitment and enthusiasm from the staff was found by HMI on its four day visit to Perranporth primary in Cornwall.

The school, with 180 pupils, has a well-balanced team of teachers who have all been on in-service courses and have developed useful guidelines for all subjects.

Staff work hard and are all involved in extra-curricular activities. In return, parents give the school strong support, including financial help which, among other things, has seen the building of a swimming pool.

Children perform well in reading, talking and writing and they are encouraged to help each other and to take responsibility. Physical education gets special praise from the inspectors who say the pupils develop good skills and attitudes without there being an undue emphasis on team games and competition.

Assessment and records are well kept, including personal record sheets. In mathematics, where a checklist is completed for each pupil, the inspectors consider there could be more practical work and links with other subjects, particularly for the younger children.

At the time of inspection last spring the staff were already planning a review of the curriculum in history, geography, religious education and music.

Good standards achieved

Aspects of behaviour could be improved but good work standards have been achieved in major areas of the curriculum in Thomas Becket Roman Catholic Upper School, Northampton.

The difficulties caused by planned building phases which never took place since the school opened in 1975 are sympathetically acknowledged by the inspectors. So is "a climate of professionalism among the staff... in many aspects of school life".

Intended to cater for 630 pupils, the school now has 850 with 10 temporary classrooms and a serious lack of specialist rooms. The original design contributes to circulation problems with some rooms only accessible by walking through other classrooms.

Yet while "the deficiencies of the accommodation adversely affect almost every aspect of school life, not all shortcomings are attributable to the buildings." And the standard of behaviour in lessons was found not to be uniformly high; some form periods were not always started punctually; there was a large quantity of litter on the floor and unfair demands were made on caretaking staff from the rough treatment given to furniture and lockers.

The craft, design and technology department attracts specific criticism. An impression of "improvisation and lack of direction" is commented on.

And "the casual manner of some pupils who choose to work in jackets, anoraks, gloves or mittens while sitting in dilapidated armchairs listening to pop music on their portable tape recorders adds to the difficulty of establishing an appropriate working ethos for the department."

Yet on the whole pupils apply themselves conscientiously to their studies and good standards are being achieved by many students.

Despite this success, a high proportion of lessons observed appeared to be aimed only at the average pupil, although the ability range in many teaching groups was wide in year three as a matter of policy.

The staff willingly undertake a wide range of extracurricular activities and members involve themselves in lively discussion about school policy.

Lacking in service

In the range of equipment, facilities and staffing levels available, the Computer Services Unit, New College, Durham cannot be called a college service according to HMI inspectors.

The formation of a computer policy committee is recommended to oversee planning, directing, resourcing, monitoring, developing and supporting general purpose computer services for the college.

The inspection was one of a number aimed at exploring the impact of computing services provision on the education of students in institutions of further and higher education.

New College was formed in September 1977, a merger of Neville's Cross College with Durham Technical College. The four faculties have between them 15 schools catering for over 8,000 full and part-time students.

Specialist courses in computing dominate use of the unit so that little use is made of computing resources as a tool to enrich teaching and learning in other subjects. This is not helped by the system of booking computer terminals on a "first come, first served" basis.

The inspectors found a noticeable lack of software material acquired from outside the institution and this led to over-dependence on self-generated materials.

Although the role of the unit is to provide a central support service to the faculties and a bureau service to schools and other educational establishments in the county, the limited capacities of hardware, software and staffing make this unrealistic.

IN BRIEF



Neil Macfarlane

Children's play

"Play board", otherwise known as the Association of Children's Play and Recreation Ltd (ACPR), the voluntary agency set up last year to promote children's play, has been given the Government's full support.

Mr Neil Macfarlane (above), the environment minister responsible for children's play, told its first consultation meeting on Monday that the Government would be looking to it to be "the voice of play, to develop a plan for play and to provide service and guidance at local and national level on all matters relating to play".

The association's administrative costs are supported by the Department of the Environment through the Sports Council. It was set up following the Government's decision in 1983 to provide a parliamentary focus for children's play and the resources necessary to provide a comprehensive service of support and advice.

University challenge

The group set up by university vice-chancellors to look at academic standards in universities has published a code of practice on the external examining system.

The code, which reflects current good practice, is to help ensure that degrees awarded in similar subjects are comparable in standard at different universities and that the assessment and classification of students works fairly.

Moving to new offices

Britain's third largest teacher union has paid out £2m for a new headquarters near Trafalgar Square.

The 90,000 strong Assistant Masters and Mistresses Association has bought the property in Northumberland Street from the Institution of Professional Civil Servants. It will move in next July or August after extensive refurbishment.

The remaining lease in its present offices in Gordon Square, Bloomsbury, which expires in 1996, is to be sold.

Need for better sex advice

Teachers should give schoolchildren down-to-earth advice on how to have trouble-free sex, the deputy chairman of the Family Planning Association has said.

"It is not enough to describe how babies are conceived and the likely results of sexual behaviour," Dr Robert Snowden, a psychologist from Exeter University, says.

"Nor is it sufficient merely to introduce contraceptive methods in a general way and leave their obtaining and use to the imagination and persistence of the potential user."

"What is needed is education in how unwanted babies can be prevented," Dr Snowden, who is director of the university's Institute of Population Studies, puts forward his controversial viewpoint in the latest issue of *Education and Health*.

Department head

The head of geography at Grange School, Oldham is Mr Brian Ball and not Mrs Joyce Savin as printed on page 40 of the *Geography* Extra, April 13.

Staff see A-level history of art as 'unteachable'

by Hilary Wilce

Art history A level is "virtually unteachable" according to some teachers.

They blame dull syllabuses devised over a decade ago for the two major boards in this subject - Associated Examination Board and London - by Professor Peter Murray of Birkbeck College and his wife, Linda Murray, which stress the study of the development of visual styles at the expense of studying individual works and artists.

At a recent Essex University conference on art history in the secondary school, speakers said that major developments in the study of art history were not reflected in A level studies.

They outlined a draft reformulated syllabus under which students would

study half a dozen topics in detail in relation to their historical context. These might include automobile design, garden cities, or the Sistine Chapel, Chartres or the Parthenon.

A well-devised A level could raise students' awareness of industrial design and technology, delegates agreed, although the subject should not become too narrowly vocational.

Proposals from the conference are to be sent to Mr John Butcher, parliamentary under-secretary at the Department of Trade and Industry and the minister in charge of the Government's design initiative, to Sir Keith Joseph, the Education Secretary, and to the examination boards.

Biddy Passmore on more responses to the UGC's higher education questionnaire

Call for HE overlord

A higher education council to coordinate all aspects of policy in universities and the public sector is proposed by the Liberal Party.

Introducing the response, Mr Clement Freud, the party's education spokesman, said: "At present, universities, polytechnics and CFEs plough their own furrows, buttressed by the occasional gust of hot air from the DES but without an overall sense of direction."

'Supreme false economy'

Further cuts in university budgets would be "a supreme example of false economy", the Association of University Teachers says in its response to the UGC.

The association, which represents 32,000 university lecturers and administrators, warns that more reductions would not only drag down high standards in teaching and research but would also greatly harm universities' efforts to produce the skilled graduates necessary for Britain's economic recovery.

"Perhaps the most shocking omission in the UGC questionnaire is the complete absence of any mention of the likely future needs of the economy," it says. Not only are more graduates needed in science and technology but also in the arts and social sciences.

Moreover, the association argues, there is "an unquestionable case" for

increased access to higher education for under-represented groups like women, on grounds of social equity alone.

Its response stresses the strength of the dual support system for research (research councils and the UGC) and says it is lack of money which is the cause of Britain's deteriorating research effort. It calls for a Humanities Research Council to support "the Cinderella of the universities".

The UGC itself is attacked as "ineffectual, ill-informed and biased". The committee no longer has the confidence of the academic community, the association says, and should be replaced by an independent, open and accountable universities' council.

The AUT response supports the introduction of I levels but says a broader sixth-form curriculum means finds more money for an extra year at university.

Sector differences due to resources, Lords told

by Biddy Passmore

State schools could do just as good a job as the leading independent schools if they had more resources, Lady David, Labour's education spokesman in the Lords, said before the recess.

She was speaking in a debate instigated by a Conservative peer, Lord Gainsford, about the assistance given by independent schools to state schools.

Lady David said most people thought rather of assistance given to the independent schools by the state, such as the Assisted Places Scheme and tax and rate reliefs from their charitable status.

If independent schools were to remain - as the Tories most certainly intended - it could be argued that they should lose all these hidden subsidies and be truly independent, she added.

But Lady Young, a former education minister who was speaking for the Government, said the value of the subsidies - probably between £100m and £200m - should be set against the cost of bringing all independent school pupils into the maintained sector, which could be anything up to £500m.

Opening the debate, Lord Gainsford said there were many examples of links between the two sectors. For example, sharing equipment, textbooks and musical instruments.

However, Lord Beaumont of Whitely, Liberal spokesman in the Lords, suggested that examples of such cooperation were "few and far between".

The party is strongly opposed to any further cuts in funding. "There is a massive demand for higher education and the Government should provide the funds necessary to meet this," it says.

Accusing the DES of "scaremongering" on student numbers, the Liberals challenge the department's assumption that the type of people who enter higher education will not change.

They suggest two ways in which universities and the DES should "harness the untapped demand" among women, ethnic minorities, working class children and older people. They are: providing grants for children over 16 who stay on in education and creating a "massive expansion" in "feeder" courses for potential mature students.

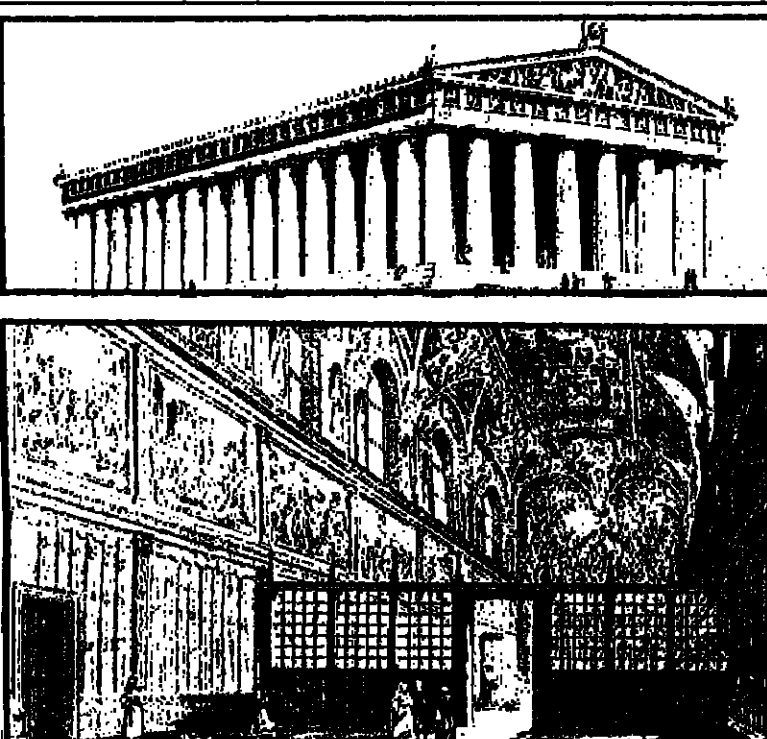
Courses at university should be broader and changed to a modular approach, the party's response says, allowing people to enter and re-enter higher education at various points in their lives.

There should be less emphasis on studying on one's own and more on study skills, combined with a far more thorough approach to lecturer training.

The "totemization" of A levels should end and it should be recognized that, as A levels are poor predictors of eventual performance, a more eclectic approach to admissions would raise standards.



Part of the draft syllabus, clockwise: Chartres, the Parthenon and the Sistine Chapel



Loughborough asks for fairer funding

Loughborough University makes a plea for more money, even if funds for the university system as a whole do not rise.

It says its spending on academic departments is already 13 per cent lower than the average for provincial universities. The university's "dangerously low unit of resource" (spending per student), which has persisted since the early 1970s, has led to poor staff-student ratios and a low level of technical and secretarial support.

Any reduction in this already low base would have "an alarming effect", the university claims. Problems which would occur with increasing severity would be a deterioration in buildings and equipment and a progressive reduction in the quality of undergraduate teaching.

Fewer options would be available on courses and it would be hard to maintain sandwich courses of good quality. And, although these areas would be cut in order to protect research, that would suffer too.

But if it got fairer funding, the university would be able to reinforce its current strengths, adapt and develop courses, expand continuing education and self-financing courses and strengthen its already close ties with industry and commerce.

More opting for education courses

A substantial increase in the number of university applicants who want to study education has been reported by the Universities Central Council on Admissions (UCCA).

Other subjects which have shown a marked rise in popularity for entry next year are electrical engineering, general engineering, business and management studies, accountancy and law.

But there has been a substantial decline in applications to study medicine and dentistry, chemical and mechanical engineering, biology, maths (excluding computing), physics and French.

Overall, the number of United Kingdom candidates is now expected to be 175,000, about the same as last year. The number of overseas candidates will be greater, containing a recovery which started last year.

By March 31, UCCA had received 154,000 home applications, marginally fewer than at the same time last year. The number of applications from women was 1.4 per cent higher, bringing their share of the total to 43 per cent.

The number of applications from overseas was 15,700, 11.6 per cent higher than at the same date last year, with a 17.2 per cent increase among women.

Morale high in spite of drab buildings

A committed and hard-working staff, positive and efficient leadership, some interesting curricular developments and an insistence on high standards of work and behaviour were some of the findings after an inspection of Pendlebury High School, Salford.

These qualities triumphed when "the generally drab and uninspiring nature of the buildings, the problems with their fabric and the poor state of maintenance of several areas might easily have led to a loss of morale on the part of both staff and pupils."

The school, an 11-16 comprehensive since 1973, was previously a mixed secondary modern school and before that two separate single-sex secondary modern schools. It serves an old industrial area which has declined in recent years. The buildings include a former junior school dating from 1911, the 1938 main building, a 1973 extension, prefabricated classrooms, a dining extension and a new sports hall.

Much of the accommodation is in a poor state of repair and the internal decoration in many parts of the school is poor. As a result of maintenance work to eradicate dry rot, five of the seven science laboratories were out of action at the time of inspection.

Despite the discouragement, "high standards of cleanliness prevail inside

the buildings and commendable efforts have been made to improve the appearance of most classrooms by display of pupils' work, posters and charts."

But the organization of foreign language teaching needs looking at. Only half of the second and third year pupils learn French and a quarter learn German. In year three, those who learn neither take European studies and American studies besides history and geography resulting in a quarter of their time being taken up with these four subjects.

"It is evident that the way in which the teaching of foreign languages is at present organized in years two and three exacts a heavy price in terms of curriculum balance."

The inspectors found that the vast majority of classes were conducted in a productive and orderly atmosphere with pupils working diligently and with few signs of untoward behaviour. Much of the teaching was marked by considerable vitality but in some classes there was "expository", leading to a lack of variety in the pupils' learning experience. Pupils' written work was carefully done for the most part and well presented. It was noted that mixed-ability teaching was discontinued some years ago.

In touch with parents

Chestnut Lane County First School, Amersham, Buckinghamshire is congratulated on a thoughtfully planned programme which produces above average standards of work in many areas of the curriculum.

The inspectors found a secure, caring community where children can work with confidence and purpose. Liaison arrangements between school and parents are admirable. "The successful progress of the school owes much to the informed, experienced leadership of the headteacher who is well served by a staff of committed teachers."

The report acknowledges that children are drawn from a favoured catch-

ment area. The site is attractive and parents raise more than £500 a year, being largely responsible for the installation and maintenance of the swimming pool.

Little was found to criticize. "Some children could receive more timely help with individual difficulties if their supplementary language work was based on a more careful diagnosis of their written work."

But on the whole, inspectors were well pleased. They point particularly to the encouraging number of parents who come into school to help. This is especially valuable with swimming, when they help their children ready and dressed afterwards.

Other

published reports

Reports published but not covered on this page are on *Allyne's High School, Stone, Staffs*; *Chipping Norton Comprehensive School, Chipping Norton, Oxfordshire*; *Hardy Comprehensive School, Fawley, Southampton*; *St Thomas RC Comprehensive, Chelsea*; *Castle Hill Junior School, Basingstoke*; *Broadmead Junior School, Kings Norton, Birmingham*; *Dilford Park School, Dilford, Tolnes, Devon*; *Pickhurst Infant School, West Wickham, Kent*; *Gillingham Comprehensive School, Gillingham, Dorset*; *Henry Harbin county secondary school, Poole, Dorset*; *Marden High School, Cullercoats, North Shields*.

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Oxford and Cambridge awards 1983-84

This analysis of scholarships and exhibitions awarded by the colleges at Oxford and Cambridge Universities in the academic year 1983-84 follows the established pattern. The tables include awards won by both boys and girls. The totals include awards made at the time of entrance to the university and exclude awards made to students already in residence at a college.

The overall total of open awards has by agreement between the universities been reduced in recent years. A total of 1339 open awards were made compared with 1371 open awards in 1982-83. For purposes of comparison 1586 open awards were given in 1981-82. At Oxford this year 619 open awards were given compared with 633 in the previous year and 831 in 1981-82.

At Cambridge 720 open awards were made compared with 738 last year and 755 in 1981-82. In 1980-81 Cambridge University gave 822 awards so the reduction has been quite a steady process. Last autumn Cambridge announced it would cease to give entrance awards after this year's examinations. The only awards that will remain at entrance stage will be the choral and instrumental awards which are a very small percentage of the current total.

Despite the insignificant numbers, the distinction between open and restricted awards is retained. Both universities continue to award a small number as they seem to be very difficult to phase out completely. This year Oxford made 2 restricted awards and Cambridge 4. Last year Oxford made no restricted awards and Cambridge 7. Until as recently as 1979-80 Oxford made as many as 87 restricted awards in a year. Restricted awards have never given many prizes, but they have been much slower to reduce their numbers significantly.

The qualifications relating to restricted awards are many and varied. A typical example is an award "restricted" to a particular school, but there are other restrictions such as the county of birth or residence of the candidate and in the case of some awards they are restricted to children whose parents are in certain occupations—for example, children of clergymen.

In recent years first Cambridge and subsequently Oxford made the majority of their colleges open to both men and women; therefore, entrance awards were open to competition from either sex. A few single sex colleges remain in each university. These colleges naturally restrict awards to the gender of their own intake. In 1978-79, this change led to many more girls winning entrance awards than in previous years.

The current position has now stabilized and the general reduction in entrance awards has obviously had its effect on this year's number of girls winning awards at either university. For October 1984 entry 288 girls have won awards to the two universities. This compares with a combined total of 221 in 1982-83, and 387 in 1981-82.

It may be interesting to compare numbers for previous years. 370 girls won awards in 1980-81, 351 in 1979-80, 417 in 1978-79 (the highest total ever), 314 in 1977-78 and as few as 257 in 1976-77. At Oxford 167 girls won awards compared with 171 in 1982-83, 239 in 1981-82, and 233 in 1980-81. This year's Oxford total was composed of 77 scholarships and 90 exhibitions. The 1982-83 equivalent figures were 62 scholarships and 109 exhibitions.

At Cambridge 121 girls won awards compared with 120 awards in 1982-83. This total was composed of 26 scholarships and 95 exhibitions. The equivalent figures for 1982-83 was 27 scholarships and 93 exhibitions.

In Table 1, results are analysed according to the type of school from which the award winner came. In the case of mixed schools, the figures have been divided to illustrate those awards which were won by girls and those won by boys. The school classifications still include the direct grant category although this has gradually been phased out since 1976. Again this year, sixth-form colleges are given a category of their own. Prior to the 1982-83 figures they had been included with the grammar school category.

As the 1983 awards were shared between 367 different schools, it is

obviously not feasible to list them all here. Only schools which achieved a combined (open and restricted) total of at least four awards have been included in Tables 2 and 3.

Table 2 lists these 103 schools in the order of the number of open awards achieved. Columns 2 and 3 give the number of boys and girls at the beginning of the academic year 1983-84 who were engaged on post-O level work. The numbers are recorded only

to illustrate the comparative size of the schools from which the award winners came. Table 3 lists in the order of achievement the numbers of restricted awards won by those schools included in Table 2.

Since Cambridge has declared its intention not to make entrance awards in the future, this will be the last analysis of this kind.

Keith W. Stone

TABLE 1

OPEN AWARDS						RESTRICTED AWARDS					
School type	OXFORD		CAMBRIDGE		Total	School type	OXFORD		CAMBRIDGE		Total
	Schools	Exhibs	Schools	Exhibs			Schools	Exhibs	Schools	Exhibs	
G	50	(63)	68	(71)	31	(34)	67	(88)	218	(238)	
S	17	(17)	24	(21)	7	(7)	14	(23)	62	(68)	
I	123	(100)	112	(118)	157	(128)	183	(219)	881	(937)	
ex-DG	78	(98)	86	(78)	90	(103)	66	(101)	310	(270)	
C	28	(28)	41	(35)	13	(21)	44	103	128		
O	9	(7)	3	(6)	12	(6)	13	14	32		
Total	305	(303)	314	(330)	300	(285)	420	(443)	339	(317)	

The previous year's figures are shown in parentheses

G = Maintained grammar
S = Sixth-form college/tertiary college
I = Independent
ex-DG = ex-Direct Grant
C = Comprehensive
O = Overseas school, other university or tutorial establishment

TABLE 2

SCHOOL	Pupils post O level Sept 1983		OXFORD		CAMBRIDGE		Total
	Boys	Girls	Schools	Exh	Schools	Exh	
Eton College	609	14	8(B)	8(B)	8(B)	14(B)	34(B)
Winchester College	287	—	8	4	8	8	27
St Paul's Harborough	405	—	4	4	5	13	26
Aske's S. Eirene	325	—	2	2	10	5	19
Bradford G.S.	329	—	3	3	7	5	18
Manchester G.S.	420	—	4	4	3	7	18
Newcastle Royal G.S.	321	—	4	4	6	14	14
Nottingham H.S.	220	—	1	2	3	8	14
Redley College	288	—	3	2	2	5	14
Wellington College	311	56	3(2B)	1(B)	2(B)	7(B)	13(12B)
Charterhouse	282	83	21(B)	1(B)	7(B)	2(B)	12(11B)
Westminster	280	70	2(B)	4(3B)	4(B)	2(B)	12(11B)
Dulwich College	416	4	5(B)	1(1G)	2(B)	3(B)	11(10B)
High Wycombe Royal G.S.	388	—	2	2	2	5	11
King Edward's S., Birmingham	229	—	4	1	3	3	11
Uppingham	277	6	4(B)	1(B)	2(B)	4(B)	11(B)
King's S., Canterbury	265	88	4(B)	—	2(B)	4(B)	10(B)
Merchant Taylor's Whitgift S., Croydon	258	—	1	2	4	3	10
Colchester Royal G.S.	227	—	1	1	8	2	10
Harrow	200	—	5	—	1	3	9
King's College S., Wimbledon	262	—	3(B)	1(B)	3(B)	2(B)	9(B)
Leeds G.S.	274	—	2	2	1	4	9
Malvern College	276	—	2	2	3	3	9
St Paul's S., Leicester	371	121	—	—	3(B)	6(B)	9(B)
Ampleforth College	251	189	—	—	1	2	8
Clifton College	268	—	2	2	2	3	8
Craneleigh	187	78	—	—	3(2B)	3(B)	8(7B)
Guldford Royal G.S.	227	—	1	—	4	1	8
Leyburn Upper S.	250	—	2	3	4	1	8
Magdalen College S., Oxford	186	—	1	3	3	1	8
North London Collegiate S.	—	184	2	2	2	2	8
Oxford H.S. Rugby	294	71	—	—	4(B)	4(3B)	8(7B)
Sharnbrook	287	—	2	3	3	3	8
Shrewsbury	284	—	2	1	3	2	8
Tiffin S.	266	—	3	1	1	3	8
University College S., Hampstead	216	—	1	8	1	8	8
Bristol G.S.	233	58	4(B)	21(B)	1(G)	1(G)	7(5B)
Felsted	180	40	—	1(B)	4(B)	2(B)	7(B)
Halleybury College	217	76	1(G)	—	3(B)	3(2B)	7(5B)
King Edward VI H.S., Birmingham	—	141	2	1	2	2	7
King's S., Worcester	188	84	—	1(B)	4(B)	2(1B)	7(6B)
Peter Symonds' Coll., Winchester	400	400	—	2(B)	—	6(3B)	7(6B)
Repton	219	88	3(B)	21(B)	1(G)	1(B)	7(5B)
Trinity S., Croydon	197	—	—	—	3	1	3
Eltham College	142	23	—	—	2(B)	4(3B)	6(5B)
Glensham College	182	—	1	1	2	2	6
Malden G.S.	380	—	3	1	—	—	6
Oundle	334	—	3	2	—	—	6
Sedburgh	158	56	—	—	1(B)	2(B)	6(B)
Sadler S., Peterborough	83	79	2(G)	—	1(B)	21(B)	6(2B)
Bedford Modern S.	263	—	—	1	3	1	5
Bedford S. (Boys' Division)	280	—	1	2	1	1	5
Cheltenham Ladies' College	238	—	2	1	1	1	5
Christ's Hospital, Horsham	—	264	1	2	1	1	5
Coverham	230	—	—	2	3	5	5
Edinburgh Academy	246	18	2(B)	—	21(B)	1(B)	5(4B)
Exeter	180	2	4(3B)	—	1(B)	1(B)	5(4B)
Hampton	250	—	—	2	3	3	5
Highgate	217	—	1	2	1	2	5
Judd S., Tonbridge	205	—	3	1	1	—	5
King Edward VI S., Southampton	216	13	—	—	1(B)	4(B)	5(B)
Loughborough G.S.	210	—	—	—	4	1	5
Lymington	188	150	1(B)	31(B)	2(B)	1(B)	5(3B)
Newcastle-under-Lyme	180	—	2	—	—	3	5
Perse S. for Boys	119	—	—	—	1	3	5
Prior Paragrove Coll., Gillingham	243	217	11(B)	21(B)	—	21(B)	5(3B)
Pulney H.S., Slough	—	98	2	1	1	1	5
Stowe	209	64	1(B)	1(B)	21(B)	1(B)	5(4B)
Wolverhampton G.S.	178	—	1	—	1	3	5
Wycombe H.S.	—	268	1	2	—	2	5
Wyggeston & Queen's	410	315	—	1(B)	1(B)	3(2B)	5(4B)
Walsley	191	178	2(B)	1(B)	1(B)	1(B)	5(4B)
Wymondham College	—	200	—	—	1	3	4
Abbey S., Reading	240	—	1	—	2	—	4
Bradfield College	206	—	1	2	—	—	4
Bradford Girls' G.S.	—	180	—	2	—	2	4
Bryanston	117	88	—	1(B)	1(G)	2(B)	4(3B)
Cheadle Hulme	120	120	—	1(B)	1(B)	21(B)	4(3B)
City of London S. for Girls	225	—	1	2	1	1	4
City of London S. for Boys	—	135	—	1	—	3	4
Downside	244	—	2	1	1	1	4
Framlingham College	132	24	2(B)	1(B)	—	1(B)	4(3B)
Ipswich	180	20	—	2(B)	—	2(B)	4(3B)
Kingston G.S.	135	49	1(G)	—	2(B)	1(B)	4(3B)
Lancing College	176	38	1(B)	—	2(B)	1(B)	4(3B)
Malden G.S. for Girls	238	163	—	2	1	—	4
Millfield	182	—	—	3	2(B)	2(B)	4(3B)
Monmouth	123	78	1(B)	2(G)	1	1(B)	4(3B)
Netherhall S., Cambridge	130	—	1	21(B)	—	1	4(3B)
Oratory S., Woodroffe	185	7	—	1(B)	—	2(B)	4(3B)
Queen Mary's G.S., Walsall	300	100	—	1(B)	2(B)	1(B)	4(3B)
St Benedict's S., Salisbury	150	140	2(B)	1(B)	—	1(B)	4(3B)
St Michael's Convent G.S., Finchley	136	25	2(B)	—	2(B)	—	4(3B)
Troynor	158	1	—	—	2	2	4
Windsor Boys' S.	171	—	1(B)	1(B)	1(B)	3	4

TABLE 3

RESTRICTED AWARDS					
School	OXFORD		CAMBRIDGE		Total
	Schools	Exhibs	Schools	Exhibs	
King's, Canterbury	—	—	1	1	1
Manchester GS	—	—	1	1	1
Norwich	—	—	1	1	1
Rugby	—	1	—	—	1
Tonbridge	1	—	—	—	1
Wolverhampton GS	—	—	1	1	1

Employers urged to develop tighter links with colleges

Ministers have been directly urging employers to assert dominance over the work of colleges and polytechnics. Generous funding for projects to develop tight local employer-college links is being backed by exhortations to industrialists to act.

The campaign has been given urgency by the emphasis in a recent HM Inspectorate report that any failure of the further education system to meet industry's current needs—the justification for the Government's decision to switch control over a large part of college funding to the Manpower Services Commission—is often the fault of employers rather than colleges.

Two ministers and the MSC chairman, flanked by a large team of officials, addressed a Confederation of British Industry conference on adult training last week. Mr Peter Morrison, junior employment minister, told the industrialists assembled in London that training had moved to a central role in the Government's overall strategy.

Adult training was just as important as the training of young people, he said. "We intend to make progress fast," he announced. But employers would have to participate fully.

Sir Keith Joseph, the Education Secretary, said that training and re-training was vital to employers as a means of combating future shortages of skill. In the past Britain had been "a poaching society" with employers offering higher wages to skilled staff. But in the future, employers might not be able to afford to continue this practice, and the way to overcome it was to train their own workers.

Sir Keith said that although many colleges were exemplary, at the other end of the spectrum parts of some colleges were using obsolete equipment "and lecturers who are as obsolete in their knowledge and not particularly watched by employers locally". He added: "I must emphasize that not all the blame for their performance rests on the educationists: they are

allowed to go on providing less than good service by employers who do not exercise the continued critical concern that they should on the training of their staff and their future staff." Education and training could become a profitable growth area of the economy.

Sir Terence Beckett, the CBI's director general, said that the CBI fully backed the Government's White Paper but reminded ministers that they and employers must not forget the needs of the unemployed.

He warned ministers that the campaign which the Government is planning to launch next year to persuade employers to act.

Edited by Mark Jackson

employers and educators to participate fully in its adult training strategy might rebound unless steps were taken to ensure sufficient information.

"We have an enormous number of backbones and we have to see how to reach out to them. The national awareness campaign could be counterproductive by raising expectations which later cannot be met because of inadequate information about provision," he said.

Mr David Young, the MSC chairman, told the conference that he was particularly worried by the under-25s who had missed OYF and the YTS and had no bad education, and were now advancing "like a huge wave of the unemployed and unemployable".

Mr Young said that a recent visit to Germany suggested to him that Britain had something which the vaunted German training system lacked. He saw the German system of 436 different apprenticeships as that number of "sets of trainees" without the flexibility which Britain's new approach to training young people bestowed, and said that it had come about by the Germans' refusal to see any real change in the pattern of work before the end of the century.

NEWS

Face up to your racist feelings, teachers told

by Diane Spencer

A strong plea for anti-racist education was made by a black sociologist at the annual conference of the National Association for Multi-Racial Education in Bath last week.

Dr Chris Mullard, of the University of London Institute of Education, urged teachers to reject the "dogmatic paternalism" and "misplaced good intentions" of multi-cultural education. This would, he predicted, be a painful process as it meant "grappling with one's own racism".

He outlined a programme of action which involved observation, orientation and opposition. Teachers should observe how racism appeared in class, staffrooms, playgrounds, or governors' meetings. They should then develop a new awareness either by listening to what black people wanted or by attending anti-racist awareness courses. Finally they should oppose racism whenever they encountered it. "Not to oppose is to condone."

"If all teachers and governors become sensitized to racism it will not matter two hoots if you have black teachers and governors or not."

to consider changing the association's name. Suggestions included the National Anti-Racist Movement in Education, which had the virtue of keeping the same initials. The Movement for Anti-Racist Education or the Anti-Racist Movement.

The association's executive agreed to place this idea before next year's conference.

The 723 came under fire from NAME's general secretary, Ms Madeleine Blakeley for giving "immense exposure" to Mr Ray Honeyford of Drummond Middle School Bradford.

"They might have done this in the supposed interests of balance but we wonder if there is something more sinister in it," she said.

Mrs Frances Morrell, leader of the Inner London Education Authority, attacked the Government for making bland statements on racial disadvantage while placing large obstacles in the way of good race relations. She pointed to the Nationalities Act, the Police Bill and the Rates Bill, now going through Parliament, as "major racist measures which should be seen quite clearly as such."

SCHOOL TO WORK

Sir Keith reveals £1.3m programme

Details of a new £1.3m programme to encourage the development of local links between education and employers were given by Sir Keith to the CBI conference.

Colleges, universities, polytechnics, and Skills Centres and other training organizations will be offered grants to see how firms can be encouraged to define their needs and to explore ways of meeting them.

A condition will be that the educational establishments get employers to put up substantial financial or other resources.

The target of the scheme, the local collaborative projects programme, is more than 90 projects of which around 15 are intended to stimulate new work in vocational areas and industrial sectors where little collaboration exists now.

These will get up to £50,000 a year each, with grants of up to £15,000 a year for the rest of the projects which will build on existing collaboration.

The programme will be run jointly by the DES PICKUP programme for updating courses for industrial and commercial staff, the Welsh and Scottish Offices, and the MSC. None of the money will be allowed to go on normal training costs such as college fees.

Sir Keith said it would be restricted towards costs clearly associated with the process of establishing joint ventures aimed at a range of end products such as agreed definitions of employers' needs, analyses of available provision.

Youthaid keen to publicize ruling on benefits

The full wording of an important decision by a social security commissioner on the right of unemployed young people to take courses of education while drawing supplementary benefit has now been obtained by Youthaid, the youth employment pressure group.

The commissioner, Mr E Roderic Bowen, has allowed an appeal by Miss Tracey Ann McCormack against a Bristol tribunal which had endorsed a local decision to refuse her benefit.

NOTICEBOARD

PEOPLE...



Pam Moore

Robert Brunning

SCHOOL APPOINTMENTS

Mr Chris Davis to be head of Quenborough CE Primary School, Leicestershire.
Mr John Cook is the new head of Grilling Gibbons primary school, south London.
Mrs Pam Moore to be head of Southmead infants' school, south London.
Mr Robert Brunning to be head of Churchill Gardens primary school, south London.
Dr John Lazarus, head of music at Willesden High School, north London, to be principal of the Yehudi Menuhin School from September 1.

ADMINISTRATIVE APPOINTMENTS

Five new members have been appointed to the Advisory Council for Applied Research and Development: Mr John Caplin, Mr Kenneth Durham, Mr Geoffrey Lomer, Sir Rex Richards, and Sir Francis Tombs.
Mr John Shepherd to be the new financial director of Remploy Ltd, the Government-

sponsored company which provides employment for severely disabled people.
Professor Peter Williams, head of department of education in developing countries at the Institute of Education of the University of London, to be head of the Commonwealth Secretariat's Education Programme from July.

PRIZEWINNERS
Pupils of Cowes High School, Isle of Wight, are winners of more than £2,000 worth of micro electronics equipment in a competition run by the magazine *Electronic Systems News*, published by the Institution of Electrical Engineers. Their scheme for the use of the materials spanned the curriculum and involved children of various ages and abilities.

The sixth-form of the Alec Hunter High School, Braintree, Essex have won the Stockport competition. They increased their £50,000 notional portfolio to £119,416, an increase of 139 per cent over a period when the *Financial Times* Ordinary Share Index rose by 24 per cent.

CONFERENCES...

May 12
Hospital teachers' study day at the Martineau Teachers' Club, 225 Bristol Road, Birmingham organized by the National Standing Conference of Hospital Teachers on Curriculum Development in Hospital Schools. Details from Mrs Horton Rawlings, Peatling Magna, Leicestershire LE3 3UN.

May 14
Annual meeting and summer conference of the Association of Vice-Principals of Colleges at the Royal Festival Hall, London SE1. Speakers: David Cracknell on Industry and Education and Michael Dixon. Details

from Dr Trevor Daff, Cambridge College of Further Education, Newmarket Road, Cambridge CB8 8EE.

May 15
A regional training day on the 1981 Education Act will be held jointly by the Children's Legal Centre and the Spastics Society for everyone concerned with the workings of the new law at Fisher House, Gullhall Place, Cambridge CB2 3NH.
Speakers: Mr Vaughan, Peter Newell, and Tony Booth. Details from the Centre for Studies on Integration in Education, The Spastics Society, 16 Fitzroy Square, London W1.

May 15-17
Annual conference of the National Union of Public Employees in Bournemouth. Details from NUPE, 20 Grand Depot Road, London SE18 6SF.

May 19
Shropshire branch of the National Association for Primary Education summer conference on *Children and Television* at the Shirehall, Shrewsbury. Details from Mr John Marchant, Wombridge CP school, Oakengates, Telford, Shropshire.

EVENTS...

April 30
Queen Mary College Computer Centre open day. Computers in University Teaching will present exhibitions and demonstrations to show the wide range of computer-based teaching facilities now available. Details from the Computer Centre, Queen Mary College, Mile End Road, London E1 4NS.

May 3-September 1
Animals as Architects: the Natural History Museum's contribution to the 1984 Festival

of Architecture explores the world of animal constructions: insect nest, burrows, dams, birds' nests, termite hills, etc. Admission free.

May 12
A meeting organized by the Institute of Health Education on "Small-Scale Research in Health Education" will be held at the Health Education Council, London WC1 at 2 pm. Details from Dr L. Baric, secretary of the institute, at 14 High Elm Road, Hale Barns, Cheshire. Please enclose a stamped addressed envelope.

A practical seminar on "Getting into University" at Bedford College, London for A level students, parents, teachers and careers advisers. Speakers: Brian Heap, educationist and author on careers planning and Stephen Lamey, Lancaster University admissions tutor and member of the UCCA board. Further seminars will be held in Manchester and Birmingham in June, and London in September. Details from Jane O'Reilly, Conference Organizer, Careers Consultants Ltd, 12/14 Hill Rise, Richmond, Surrey TW10 6JA.

May 13-19
National Deaf Children's Week: the theme is undiscovered deafness in children of school age. Details from the National Deaf Children's Society, 45 Hereford Road, London W2 5AH.

RECENT PUBLICATIONS...

The Report of the Computer Board for Universities and Research Councils is available from HMSO, price £3.15. The activities of the board in advising the government on funding for computing centres in universities and research councils, and in advising individual

universities and councils on equipment software purchases are described.
The Tarncliffe Nursery School in Brighton founded in 1933, has published a history of the school as part of the Golden Jubilee Celebrations. It documents the early days of the school and the involvement of the leading educators of the time, including Margaret McMillan, and the work of Lady Astor. The history of the school is recalled through the eyes of pupils, teachers and parents. The booklet can be obtained direct from the school, St John's Place, Brighton, East Sussex BN2 2GR, price £1 plus 25p postage.

Developing Communication Skills a handbook for people working with mentally handicapped adults published by the Adult Literacy and Basic Skills Unit. It gives practical examples to show how visual aids and games can be used educationally and lists teaching aids and publications. The book is available from ALBSU 229/231 High Holborn, London WC1V 7DA, price £1.50 plus 35p postage.

INFORMATION WANTED...

Metals and Materials Education Association The association, whose aim is to provide a national focus for debate and advice on education and training in metals and materials technology and allied subjects, wishes to contact all those involved in the teaching of materials technology at the engineering technician and technician engineer levels. Please write to the Secretary, MMEA, Stocksbridge College, Hole House Lane, Stocksbridge, Sheffield S20 5BN.

Compiled by Mary Cruickshank

Creation lobby loses ground

UNITED STATES

Peter David looks at a ruling on the status of evolution theory

In a major blow against the United States' influential creationist groups, the Texas Board of Education last week repealed the state's notorious 10-year-old textbook regulations, which required school textbooks to present evolution as "only one of several explanations of the origins of mankind".

The rules, which also require that evolution is treated in a manner "not detrimental to other theories of origin", were declared unconstitutional last month by the Texas state attorney general, Mr Jim Mattox.

He said the rules had been introduced at the instigation of religious groups which believed the biblical description of the origins of man to be literally true. And since the rules were motivated by a concern for religious sensibilities rather than for scientific truth, they violated the constitutional separation of church and state.

The attorney general's opinion is not binding on the board of education, but at a meeting last week it voted overwhelmingly to repeal the regulations, which have had a dramatic impact on the content of American scientific textbooks over the past decade.

Like many southern states, Texas insists that all textbooks used in its schools must first be approved by the state board. Critics have complained for years that because Texas spends more than \$60 million (£40m) a year on textbooks, 10 per cent of the nation's textbook market, the rules have led

publishers to dilute, and in some cases distort, their treatment of evolution.

The first consequence of the repeal of the rules is that publishers will no longer be required to print an assessment on the introductory page of textbooks stating that any material on evolution "is presented as theory rather than fact". But it will not be clear until July, when Texas begins its next round of textbook approvals, whether anti-creationist groups can succeed in reintroducing much of the material on evolution that has been removed from textbooks over recent years.

Pressure to repeal the Texas rules came mainly from the People for the American Way, a liberal pressure group committed to the separation of church and state. Its Texas coordinator, Mr Michael Hudson, said the board's decision would overturn 10 years of creationist distortion of science teaching and spill over into every state.

The group claims that since the rules first went into effect many textbook publishers have decreased or even eliminated their coverage of evolution. An analysis of the content of textbooks shows the amount of space devoted to evolution in most school texts to have dropped by as much as half since the mid-1970s.

In 1981, for example, the only high school biology textbook published by Laidlaw Brothers, a division of Doubleday, deleted all uses of the word evolution, in order, the publisher admitted, "to avoid the publicity that would surround a controversy". Ironically, this book and two others were rejected a year later by the New York City board of education because of their inadequate treatment of evolution.

'Conspiracy of silence' shattered with a bang

FRANCE
Mary Follain on diatribes against the lycées

It is hard to imagine a book on English education today ever becoming a best-seller, but two recent diatribes on the French state system are selling like hot cakes across the channel and have become required reading for anyone even mildly interested in the French education system.

Their author, Monsieur Maurice Maschino, is a profoundly disillusioned philosophy teacher in a French lycée. He already had half-a-dozen books to his credit on subjects such as the Algerian conflict and French democracy, before the publication last year of his highly controversial but immensely successful *Vos enfants ne m'intéressent plus* (literally, "Your children no longer interest me").

"This is no dry treatise on education but a readable and well-written account of the frustrations inherent in trying to bring Hegel and Plato to apathetic adolescents in a very ordinary French lycée. It is a desperate and often vitriolic *cri de coeur* which spares no one, from the Education Ministry down to his own unsuspecting pupils (and colleagues), who suddenly found themselves the subject matter of a best-seller. M. Maschino paints an alarming picture of falling standards in a decaying system kept on its feet by simulation and hypocrisy and - until his book - by a conspiracy of silence."

He followed this up last January with a sequel, *Voulez-vous vraiment des enfants idiots?* (Do you really want idiots for children?) which has already topped the sales of the first book, drawing on the often indignant reactions of pupils and colleagues and pursuing the debate which had been raging off and on in the media

OVERSEAS

WEST GERMANY

Paul Bendelow on the challenges of a high-tech era.

What is being described as "a new crisis in education" in West Germany is challenging long-held attitudes and assumptions, which made possible Germany's post-war economic recovery, but which may be inappropriate in the high-tech age.

Fundamental questions about the role of education in a rapidly changing world were discussed by 1,100 educationists assembled recently in Kiel for the ninth Congress of the German Society for Educational Science, the DGE.

The theme of the congress, "work - education - unemployment" highlighted the need felt by many of the participants for a radical reassessment of education in a society where paid employment can no longer be taken for granted as a sequel to schooling.

The society's members, drawn chiefly from the education departments of colleges and universities, began their three-day conference by analysing the origins of unemployment and its consequences for the relationship between education and work.

The traditional role of education in preparing the individual to take his place in the working world has been thrown into question in West Germany by the experience of thousands of school-leavers unable to find jobs. Nearly 200,000 young people under the age of 20 were registered as jobless at the beginning of the year.

In his opening address, the DGE's chairman, Professor Helmut Heid of Regensburg University, attacked the "perfidious logic" of a competitive society, which viewed the individual purely from the aspect of his value on the labour market. If education supported this attitude, the teachers would be furthering "the inhuman competition for paid work" and ensuring that failure became "a mass fate".

Other speakers stressed the need for educationists to maintain the independence of their discipline in the face of oscillating political opinion. Professor Helga Thomas of West Berlin's technical university called on delegates

Old ideas facing a new crisis

to be wary of latching on to modish concerns in education and of allowing themselves to be used as rubber stamps for short-term political strategies.

The teaching profession, she said, was increasingly expected to deal with trends, such as growing drug abuse and criminality, which could not be solved



Professor Thierack: 'Indifference made respectable'

by education. This "educationizing of social problems", she believed, diverted attention from the need to identify root causes and seek solutions in West German society as a whole, not just in the classroom.

The classroom, though, represents the front line in the confrontation between existing educational structures and strategies and the changing realities of the working world.

West German teachers, as state employees with civil servant status, are severely limited in their freedom to reject in practice educational policies they think unsound or even harmful. According to Professor Heid, this impotence is responsible for widespread resignation and depression among teachers. But he believes the

time is approaching when the West German education system will be forced to undergo a radical mutation, with teachers showing greater solidarity with educational principles they believe in, rather than sustaining prescribed structures which no longer serve the needs of a large proportion of their pupils.

While some of the criticisms voiced by the DGE, which has acquired a progressive image in recent years, may seem exaggerated to many teachers in West Germany, other voices are also being raised against trends to make schools conform to external, non-educational requirements.

One of the smaller teachers' unions this month countered charges from the central association of German teachers that West Germany's *Hauptschulen*, or secondary modern schools, were failing to equip pupils with the necessary skills to take up apprenticeships on leaving school. The union's chairman, Herr Wilhelm Ebert, said that schools were not "a supply industry for West German trade" and that curricula must not be shaped according to the interests of various sectors of the economy.

The question of how best to prepare for the transition from school to an uncertain working world was central to the deliberations in Kiel. An appeal by Dr Dorothee Wilms, the Federal Education Minister, for confidence in an economic upswing was received sceptically by many educationists, who see unemployment as a largely structural problem, expanding with the spread of new technologies.

There was also considerable opposition to calls, much in evidence since the advent of Chancellor's Kohl's government, for a return to the values of the immediate post-war era. Demands for greater individual effort, more family influence, dedication, punctuality and so on were dismissed by Professor Thomas as "empty phrases". Professor Hans Thierack of Tübingen University said the real effect of efforts to privatize social issues and educational responsibilities was to make indifference to social problems respectable.

Without offering its own patent remedies, the DGE congress did point to various alternative approaches in specific areas, including self-help projects for unemployed school-leavers.

North Sea studies in the windy wilds of Jutland

DENMARK

Christopher Follett looks at a unique 'marine' school.

Denmark's newest, northernmost and most unusual folk high school has embarked on its first full scholastic year in the windswept wilds of North West Jutland.

The *Nordsøhøjskolen* - North Sea High School - is located in the impressive new North Sea Centre, at Hirtshals, Denmark's second biggest fishing port, near the tip of the Jutland peninsula. The school, which has only five full-time teachers, can accommodate 40 students and, uniquely for Denmark, specializes in courses in natural science, biology, geography, ecology, ecology, environmental studies and the sea.

Fisheries, marine biology, pollution and man's relationship to nature, in particular, the sea, are key subjects at the school, which has its own fishing vessel for field studies in the North Sea.

Herr Hans Cornelius, the principal, stresses that the school is not designed solely for would-be fishermen, although much of the population of Hirtshals is engaged in Denmark's extensive fisheries industry, on and offshore.

"Our curriculum forms a sound basis for a career in fishing, but our courses are also tailored for those considering a career in marine biology



The North Sea Centre... its school has come of age

and other aspects of fisheries research," he said. "We hope also that our more general courses will attract a wider audience, preferably amongst town-dwellers who have lost contact with nature and are ignorant of the all-important role of natural resources and ecology play in our lives."

Similar to Denmark's other 90 folk high schools, the Hirtshals school is independent, experimental, mixed and residential. It caters for adults of any age (over 17½) and there are no examinations.

After holding a trial series of four courses last autumn, the school's curriculum gains momentum this year with a full range of courses, lasting from 1 to 16 weeks, on "nature" and maritime themes. Courses for the elderly, families, and groups of Danish-Americans are also scheduled.

In the summer, a "North Jutish Summer University" is to be staged

along with other residential courses and seminars, whilst in the autumn, the school plans to hold evening classes and lectures.

The school is part of a £10m North Sea Centre complex near Hirtshals harbour, which is due to be completed in June.

The Centre, backed by EEC regional development funds, is the biggest and most progressive of its kind in the European Community, housing, apart from the high school, the Danish Fisheries Technological Institute, various Danish fisheries and marine research and development organizations, and a North Sea Museum.

The North Sea Centre is to have Western Europe's biggest aquarium in the world, as well as research laboratories, a congress building, and an annex of Aalborg University devoted to advanced fisheries technology.

Minister cracks down on 'profiteering' schools

ZIMBABWE

Mike Williams on government efforts to maintain standards

Zimbabwe's Ministry of Education is trying to control what one official calls a "rampant mushrooming" of non-registered schools that do not meet minimum government standards of instruction or hygiene.

In a recent directive, the Deputy Minister of Education, Senator Joseph Culverwell, ordered all non-complying schools to be closed immediately.

"Our Government is very generous with people who want to open up private schools, but there have been some serious problems with some of those which have not registered with the ministry", Senator Culverwell said.

"We have no room for profiteers and unscrupulous businessmen who are out to cash in on the students. The schools we are closing are being run by people who are not interested in helping to alleviate our major problem - that of more students and not enough schools."

The ministry's move was sparked by a recent furore over an illegal school that had been operating on a former commercial farm near Harare. Senator

Culverwell personally closed down St Fatima High School after newspaper reports disclosed that its 300 pupils were being taught by nine untrained teachers and housed in dilapidated former tobacco barns.

The owner of the school later admitted that the £10,000 down-payment with which he had purchased the farm came entirely from his pupils' fees, and left him almost no operating capital.

The St Fatima case is the most extreme example reported so far of unethical entrepreneurs making a fast buck from education-hungry youths. One hundred of its pupils had apparently been recruited to it after another school in which they had been "enrolled" for a £220 fee turned out not to exist.

Several other rural high schools have been closed in recent months because of poor sanitary conditions.

Non-registered schools are nothing new in Zimbabwe. Before independence hundreds of them operated for primary grades on commercial farms, usually funded by white farmers for the benefit of their labourers' children.

Most of the farm schools are now of an acceptable standard. Ministry officials say the new directive is intended mainly to shut down bogus or poorly run high schools that appeal to youths seeking education past form 4.

Peking classes suffer from English teacher 'brain drain'

CHINA

The quality of English language teaching in Peking schools is suffering because higher status jobs outside education are luring qualified teachers away, according to the official Communist Party newspaper, the *People's Daily*.

It says that 1,400 English teachers are needed in Peking's middle schools, many of which are unable to offer classes in the subject while others have taken on teachers with no professional training.

The problem is not that insufficient teachers are being trained, for the sentment more than a fifth of the total in China's higher education. But those who graduate from the colleges are more likely to find themselves working

for state organizations and scientific research institutes.

An official from a key middle school (one with the brightest students and greater resources) is quoted in the *People's Daily* as saying that whereas years ago the school could pick the best graduates from the Peking Teachers University, it now has to wait until other non-educational organizations have made their choice. Last year it asked for eight graduates from the Peking Teachers University, but got only two.

Even when graduates are assigned to teaching jobs it is a problem to keep them there, says the paper, for they try to get transferred to the foreign affairs or tourist departments. Some outside bodies try to attract qualified middle school teachers with offers of housing and other material benefits.

Jane Marshall

Family planning booms, but no coercion

INDIA

India's national population education programme, started five years ago, is growing rapidly. The programme now covers 3 million primary and 4 million secondary schoolchildren, and aims to limit into pupils the need to limit families, the ways this can be done, and the official help that is available.

Family planning is not generally taught as a separate subject, but integrated into the teaching of subjects such as geography, history and social studies. Pupils are encouraged to look at the cultural, social and economic implications of smaller families.

although the programme is careful to avoid any hint of the kind of coercion used in the mass sterilization programmes of the 1970s.

The programme known as the National Population Education Project was reviewed at a recent meeting in New Delhi attended by delegates from UNESCO and UNFPA (United Nations Fund for Population Activities). UNFPA directly supports the project.

The National Council of Educational Research and Training, the federal body which is in overall charge, originally trained 250 full-time personnel, who in turn trained 15,000 "key persons". Today, some 122,000 teachers

nationwide are equipped to handle the subject in class.

NCERT has also run courses for 255 textbook authors, and some 250 lessons have been revised or freshly written to incorporate population education concepts.

Twelve of India's 22 states have drawn up a population education syllabus and 28 universities have made it a part of BEd and MEd courses. Seven universities have awarded PhDs in the discipline. Radio and television programmes are now being prepared to supplement classroom instruction and about 18 scripts have been finalized.

A S Abraham

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Parents as teachers

MARGARET BELCHER

At Edgar Stammers Junior School in Walsall, we are into the third year of what began as an experiment to involve parents as the teachers of reading to their children, and are thoroughly convinced of its success.

Edgar Stammers is an educational priority area school which draws mainly from a large council estate. Parents came into school on open evenings and for special functions but rarely at any other time, and often the ones the staff would have liked to talk to never came at all.

Every year we receive into the school a large number of non-readers. With the help of the Buzz Reading Scheme and dedicated teaching, we find that we soon have the children on the road to literacy. Initially the children need to learn a sight vocabulary of 20 words before they have a reading book.

The scheme is very effective but expensive on teacher time as the children need a lot of individual attention in order to succeed. We have been interested in involving parents with children's reading for some time so we invited parents into school to ask if they would help their children to learn the sight vocabulary for the scheme.

We decided to invite the parents of the children most in need of help, but whom we felt were interested in helping their children and also reliable. By now we were employing precision teaching techniques to help the children most in need to learn the vocabulary more efficiently, and we decided that it was in this area that the parents could be most useful.

The response was very encouraging. Parents, all mothers, came to the meeting we organized at school and all showed a deep concern for the children's progress. We showed them our reading scheme, explained its ramifications and asked for their support. We then arranged further meetings to tutor the parents in the use of the precision teaching technique in which children try to read as many words as they can in one minute from a card on which the words are repeated at random.

With the help of the school psychologist and his students we involved the parents in role play and acted the part of the children to give them practice. It was all great fun and finally broke down any barriers that might remain between home and school.

The parents were also supplied with literature to take home which described in detail how to go about the task in hand, but also gave tips on how to get the best out of the children; providing a quiet, private time, which did not coincide with the child's favourite television programme or any other special interest. But most of all, we tried to impress upon the parents the need for a relaxed, happy atmosphere. We also asked if the parents would allow the teacher responsible for the scheme to come into their homes and talk to them in private about their child's progress.

In the first year of the scheme seven children took part. They all received precision teaching at home and again the following morning. When they had

reached mastery of sight words of each reading book, they received that book to read. We found that these children, moved more quickly through the scheme than other poor learners also on the scheme, and that they retained vocabulary more easily than the other pupils.

When a child took the reading books home to read to parents, it was often the first time that he or she was able to read the reading book with confidence and success. We found that the children whose parents were involved began to be more interested, enthusiastic and developed more confidence towards their work.

In September 1981, at the beginning of their junior school life, these children were all non-readers; by January 1982 some had already begun to score on the Spooner Group Reading Assessment and by January 1984 scored respectively, 10.1, 8.2, 10.2, 9.0, 9.2, 8.2 and 8.8.

As the children completed the remedial reading scheme we introduced them to the reading schemes used in the school, and once again held meetings to inform parents of the change to continuous reading and the technique of categorizing children's errors according to whether they simply could not attempt the word, confused it with another or made an error which they were able to correct themselves. We introduced a simple error analysis sheet and showed parents how to correct mistakes.

Parents were now able to appreciate the progress their children were making by continuing home visits, we could monitor any difficulties, and home and school working together ensured continuing progress.

One of the most important contributors to the scheme's success is the home visit. Parents feel more able to talk freely in their own homes than they do in a group at school. Also, some parents need more help than others in learning how to fill in charts and when on their own will ask, which they might not in a group situation.

We have found that parents will also talk about problems they have with their children, or home life, which affects their children at school. These discussions have helped the staff to see the children and their problems in a new light. We found generally, parents' attitudes changed towards school and that we were getting more support where little interest had been.

All of our meetings in school are held on a very informal basis. We are lucky to possess a community room, complete with carpet and easy chairs, and we conduct these occasions as a group working together, rather than a meeting chaired by a representative of the school.

We are now on to our third group of children and have parents working with their children in each year. When we find that children become really independent readers and are making very good progress, we stop home visits. However, parents still come into school to talk to the language coordinator, or the child's teacher, if they have any problems. Once started it seems that parental interest in children's progress and their knowledge of the positive gains children can make ensures continuing enthusiasm and activity.

Margaret Belcher is the language-reading coordinator at Edgar Stammers Junior School, Walsall.



All their own words

PETER MAYBANK

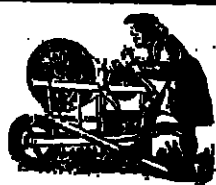
"Dad, can you use 'desperadoes' with 'a handful of Catholic hot-heads'?" It was the old, old story - my son was attempting to rewrite Unstead's *The Story of Britain* in his own words. This was his homework - to find out as much as he could from books, presumably from home or the public library, and then in about half an hour write the story of the Gunpowder Plot "in his own words".

This is no mean task for 12-year-olds, but one in a class of exercises which have been demanded of school children for generations. Clearly at the age of 12 a child may well be encouraged and expected, following tuition in the use of an index and the reference and non-fiction sections of the library, to undertake research of this nature. But is it reasonable or even desirable to expect him to then rewrite it all "in his own words"?

In the first place the task demands an expertise which is usually taught in English lessons at the ages of 14 or 15 - summary or *précis*. I have never met an O level or CSE candidate who said, "There's no need to do this, we know how to do it. We were taught it when we were about 12, only we called it 'Doing it in our own words'".

In fact, this is usually regarded by even the most able students as a difficult and demanding exercise requiring a great deal of thought, care and practice plus the ability to write in an established and lucid style. I wonder whether this is appreciated by all those teachers who ask it of younger children. The child is reading the work of a professional writer and his teacher is asking him to write something other than or better than or even less than the author. How would the teacher like to do it? How would he set about doing it himself? Has he taught his class how to do it? Does he even know how to do it alone or does it successfully himself?

Perhaps they must rewrite the ma-



AXEGRINDER

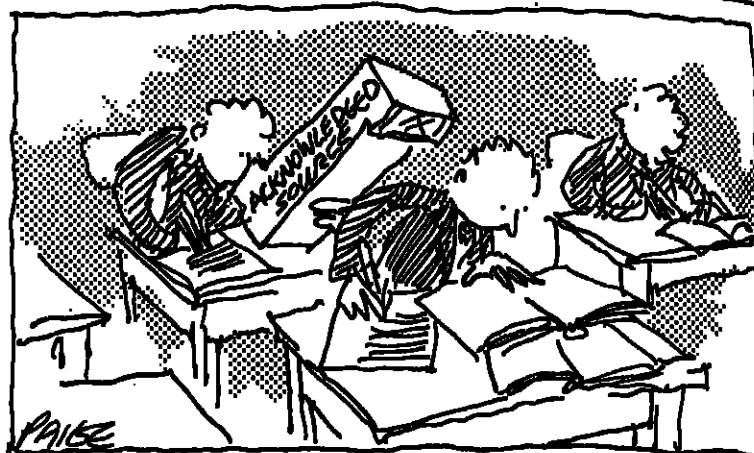
However much we fancy educationalists might go on about education as "process", the products are what usually count.

The moment you enter a primary classroom, they hit you in the eye. Notices ask, "Do you know about Diwali?" ... "What's inside this box?" Put on a blindfold first! Everywhere I find evidence that we have recently entered the Chinese Year of the Rat. The single display board in one classroom held 27 identical accounts: "First discovered by X in 1342, the compass however was only fully appreciated as a navigational aid in 1619 when ..."

However, there is respite from the interminable chore of writing/copying. Under the heading, "David and Janice did a traffic survey", complete with multicolour bar chart, the authors ruefully explained: "A traffic survey is like a project but you don't have to write so much". Sometimes, the extent of productive effort is staggering. HMs, as doggedly thorough as ever, actually counted the words pupils churned out for CSE coursework ... rather more than in your average novel.

In many primary schools, the rural idyll lives on - in the guise of "close observation". No longer can lower juniors freely sip powder paint over soggy sugar paper. Now, they must "closely observe" favoured objects ... stuffed pheasants, seagulls (or parts of them), a wing or the odd feather), otters, squirrels and other nature morte. Gentle crocuses, sea shells and the spindly pot plants from the window sill are expressed in delicate water colours. The pre-Raphaelites would have been proud.

In their written work, children are enjoined to draft and re-draft *à la* mode de Donald Graves. Each phrase, an old steam train, is embedded in a



terial in the same register in which it was written. Their chances of producing transactional prose equal in quality of that of a professional adult writer seem pretty slight to me and may well reveal only too clearly their own inadequacy to themselves. Young children may more naturally write expressive prose if they really write anything "in their own words", but this may not be what the teacher has in mind at all and if the children know from experience that this is so, they will look for an alternative.

As a result most of them will write a piece of mongrel prose which is neither that of the original author nor their own. Thus, Unstead's "At Hampton Court, he treated a gathering of Puritan clergymen with great rudeness and ended by losing his temper and shouting that if they did not obey the rules of the Church of England, he would kick them out of his kingdom!"

The reason, presumably, why teachers ask children to write things in their own words is because they do not want them to copy from their text-books into their exercise books. Why not? Is it cheating, an offence against some subconscious puritan ethic. What is dishonest about copying if the writer acknowledges his source?

The distinction between quotation and its acknowledgement and copying and plagiarism is one which could



is perused in the search for *motus justes*.

The eventual product is decorated with borders, illuminated letters, and triple mounted in tasteful colours in the "Writers' Corner", or in a specially hand-made book.

At that school on the right side of the tracks, infants' contributions to the daffodil competition vary from grubby pots of unkempt peat sprouting a single amorphous green stem to perfect yellow daffies, obviously purchased by harassed parents from the market down the road. One child's product - a severe shock for this particular school - appears to have made its way from the flower bed of the new "urban open space".

But at Culture and Anarchy Comp, they seek to relate their products to the modern age, especially in the "Design Faculty". In my day, identical pipe/toast/tie racks, were the order of the day, but as befits post-industrial society, it's all high-tech acrylic, PVC and gleaming aluminium sheet. I observe a pupil at a precision machine slicing out from a half inch sheet of luminous yellow plastic a life size human foot. "Fits this 'ere barf-sponge, dunnit?" she explains.

Bolder still is the display of tortured pottery in the foyer. Following the search for an authentic voice, everyday objects become incorporated with metal and clay, so that a hammer appears to be struggling out of a heap of brown worms, or in another effort, an old steam train, is embedded in a

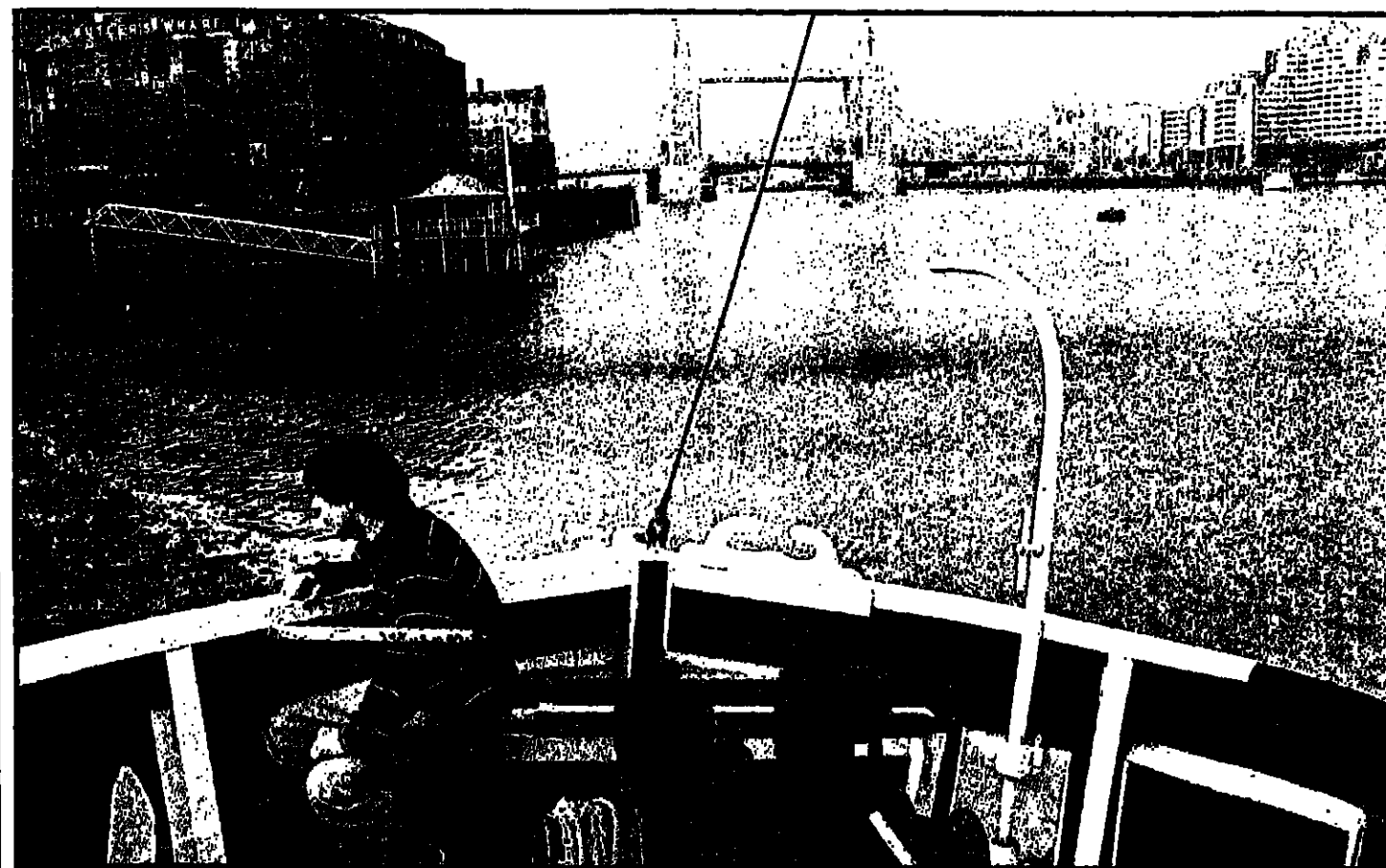
usefully be learned when children are young. I believe that the difficulty which teachers find in persuading some of their A level students - and speak as an English teacher - to acknowledge their sources, to quote with integrity and then to form their own evaluation with confidence may well derive in part if not wholly from this thoughtless experience earlier in their education.

Why don't those teachers ask the children first to research and then as a class amass their information. Following discussion and guidance, the material can be assessed for its usefulness. Then the teacher might well ask the children to consider, let us say the Gunpowder Plot, and write an account of what took place, the reasons why and what subsequently occurred. Would that not be more satisfactory for the pupils' development in understanding the significance of events in the past and in their ability both to research and to write?

To many teachers this will be common practice, but if some teachers that I know don't reconsider the matter and do something about it, I am going to gather them together and invite them to write a chapter from Unstead in their own words and see how they like it. As a postscript I must say that while it was the homework that compelled my concern, the problem was first brought to my notice about 10 years ago by Nancy Martin. We must acknowledge our sources.

Peter Maybank is an English adviser in Northumberland.

Reach for a classroom



Richard Garner reports on a scheme that gets school phobics barging back into school

Every weekday morning a dozen inner London schoolchildren walk the plank onto a barge moored in the reach of the River Thames just below Tower Bridge in an unusual scheme to tackle school phobia. The *John Collett*, provides a new start for youngsters who are facing difficulties getting to grips with traditional secondary school education.

A gainst unprepossessing dockland surroundings the school has had a remarkable success in encouraging attendance among youngsters who might otherwise have been written off by the education system. Take the case of one girl who was sent to the barge several years ago.

"Her basic skills were limited and it was thought that, because of her behaviour (she had threatened one teacher and attacked another), exclusion from school was the only course left open," said Mike Flood, who is at present on a year's sabbatical from the school after being headteacher on the barge since 1978.

"This would probably have led inevitably to other troubles for her. We were asked to take this 15-year-old fireball on to the barge. She left a year ago. She's got a good job now with a book-binding firm. She has negotiated herself a pay rise and often rings us."

Then again there was another boy with eighth of an inch hair, braces, tattoos, rolled-up jeans and - of whom the *Sun* newspaper would have said, according to Mr Flood, you should pass by on the other side of the street.

"He was quite simply looking for some shape or purpose to his life and he sought it roaming the streets with other 'skins'. However, after a few months on the barge, he still had the same clothes but what a nice lad. He's gentle, kind, humorous."

"He's intelligent, too, and considerate. So many qualities have emerged. There's still a long way to go but the barge may well be the only kind of situation for him. Why? Because it's small: it's homely, and we have time to treat each child as an individual."

This individual has now left the barge - and has found a full-time job as a hospital porter. He still visits his former headteacher at his home in Goudhurst, Kent, and keeps in touch with him. All connected with the barge are at pains to dispel the popular myth that a school of this kind has been set up to combat truancy.

Said Mike Flood: "I've met a lot of children who - for genuine reasons - couldn't cope with going to school. Some had been off school for several months - and these obviously had genuine phobias about going to school."

However, during his years on the barge, he never met one child who never came back. "It was something about the site of the boat which intrigued them because it was something different," he added.

"After six or eight weeks, one could have moved them to a Porta-cabin on a patch of ground, but the boat has always been that most vital spark which a special unit or a room somewhere in a converted house could not have been," he said.

The project is run by the Shaftesbury Homes with Arethusa charity with considerable financial support from the Inner London Education Authority. The barge has a full-time staff of two teachers - with a social worker who spends half of his time on the barge project.

However, they claim the salaries of the teaching staff back from the ILEA in the form of a grant - and the school it serves, Geoffrey Chaucer, in Southwark, gives the school an allowance to help it provide books and materials for the children in its charge.

Major Piers de Berniere Smart, who is the general secretary of the Shaftesbury Homes, says the school is one of nine units run by the trust in its attempt to fulfil its original aims - set out when it was launched in 1843 - of helping the less advantaged. Among the other schemes it currently supports are a day care hostel, a secure housing unit giving semi-independence to young people coming out of care, and a teenage hostel.

The trust first came to the notice of the ILEA because of the Arethusa training centre that it has in the River Medway in Kent - which is visited by

several inner London schoolchildren for some experience of river life or seafaring.

"The ILEA were influenced by what we were doing in the Arethusa training centre," he said, "and said that they had a problem in the then two schools which amalgamated into Geoffrey Chaucer with school phobia and wondered if there was anything we could do about it."

The trust suggested a barge school and got hold of an old motor coaster from a boatyard in Malden, Essex. By that time, it had appointed Mike Flood as a headteacher to run the school - and he spent his first year in post supervising the fitting out of the barge as a floating school.

The trust has found that the traditional support it has received from local authorities for the ventures it supervises is being squeezed at present because of the current financial climate facing local government and any cuts undertaken in ILEA could threaten the *John Collett*.

So the trust has hired a professional fund-raiser to help sustain all its projects - who would be brought into play if it became necessary to raise extra cash to support the venture.

Most people connected with the project would want funding for the barge school to be improved. At present, there is a proposal before the social services of the trust for the part-time social worker's post to be made full-time.

One of the benefits of this would be that the appointee would be able to visit the home of any child who failed to turn up at the school

immediately - and would be able to liaise with pupils after they had returned to the main school.

In addition, the two full-time teachers at the school can often be stretched if one is away at a meeting - liaison with the school which is two-and-a-half miles away is considered to be very important - or if anything happens on board the barge. An accident to one pupil, for instance, in those circumstances, could mean that the barge would have to be temporarily closed to the rest for safety reasons.

The two teachers at the school - acting headteacher, Meryl Davies, and Lesley Barney, who started work on the school at the beginning of this year - were both teachers in inner London before they took on their present jobs at the barge. Both have had to broaden their teaching horizons since taking up their jobs on the barge - Meryl's background was in languages teaching while Lesley's was in home economics.

They take maximum advantage of the local environment; close to Tower Bridge, the school is in an area of London steeped in history and scavenging along the riverside gives the children plenty of insight into environmental and geographical questions.

But one of the major tasks facing the crew of *John Collett* is instilling a sense of confidence into the children - a sense that they can learn and have skills they can develop.

One of the ways of doing this is by having a staff/pupil forum - chaired by one of the pupils - every Monday morning which reviews the recent work and discusses the timetable for the week ahead.

The school has a system of rewarding those who do well - by awarding them a Star Bar for good attendance at the parent school, for instance.

In addition, they discuss the week's outing - on Wednesday they always go out, perhaps to an ice-skating rink or to visit a museum.

The present intake of pupils comes from Geoffrey Chaucer's 13 to 15 years age group. Previously, it was older pupils that were sent to the barge and so - although the barge could measure its success in finding full-time employment for them - it was less easy to determine how they would fit in back at the main school once they had spent a few months on the barge.

The barge can take up to 16 pupils - but at present has a dozen on roll. Mr Mike Read, headmaster of Geoffrey Chaucer, said it would probably deal with about 28 pupils from the 800-pupil school in the course of a year.

He said: "Before you are accepted as a pupil on the barge you have to sign a contract which says that - within a very short space of time - you're spending some of your time back at school."

He added that the school's attendance rate was now consistently between 85 per cent and 86 per cent - 10 per cent up on three years ago - and that the barge (together with other initiatives like the work of the school-based education welfare officer) had played its part in reducing this.

Normally, pupils attending the barge would return to Geoffrey Chaucer for some lessons within a week or two weeks, he added. "The majority of youngsters getting back here full-time are attending fairly regularly and their attendance is vastly better than before they went to the barge. They are much more self-confident - ready to negotiate rather than to confront or drop out."

One of the benefits of this would be that the appointee would be able to visit the home of any child who failed to turn up at the school





Listen with others

John Bald praises the work of the organization that has provided voluntary help with reading for the past ten years

Volunteer Reading Help began in 1973 with seven volunteers in two junior schools. It currently has almost 200 volunteers working in 80 inner London primary schools, and new branches in Bristol, Surrey and Liverpool. Roughly 700 volunteers have given at least a year's service, and their reputation for quality and reliability is impeccable. No headteacher has ever withdrawn from VRH and the number of volunteers who have left or been found unsuitable after starting work has been minimal.

Volunteers work with one child at a time and normally see the same three children for half an hour each twice weekly. This allows time for conversation as well as for reading, and VRH supplies an attractive selection of books. Volunteers have coffee with the staff and, where possible, work in small teams so that they can be more readily identified and accepted within the school.

Prospective volunteers in inner London attend a two-day training course with members of the Inner London Education Authority advisory service at the Centre for Language in Primary Education. They are carefully interviewed and provide two references. As VRH recruits directly from the public through broadcasting and the press, this screening procedure is essential.

VRH depends, like parental involvement in school reading schemes, on teachers' acceptance of non-professional help. Susan Belgrave, founder of VRH, feels it can help children whose parents do not cooperate in school initiatives. She regards the volunteers' experience as parents as one of their most important assets.

Children are usually selected by schools on the basis of need, and receive help either until they have no problem with reading or until they leave the school. Volunteers sometimes have the satisfaction, as one of them put it, of "seeing them catch up and not need me any more", but also in many cases provide essential support to children who have difficulty in coping with school at all.



The volunteer, however, is not finally responsible for the child's progress, and VRH does not see itself as a substitute for remedial work. It is more often used in addition to remedial work or as a means of support for children who are above the cut-off point for remedial help but would benefit from more individual attention.

Both children and volunteers can benefit from VRH. It puts newly retired people in touch with the young and helps them form relationships which may be preferable to those they have known at work. A woman whose family is growing up can use the scheme as a step on the way back to work. It provides prospective teachers with experience and former teachers with a chance to do work they've never had time for.

So far, VRH has been of benefit to more than 2,000 children. This is a considerable achievement, but also indicates the limitations of the scheme as it stands at present. The 80 primary schools in which it operates constitute less than 10 per cent of the ILEA total, and a headteacher asking for help must be prepared to wait for a year before it arrives. The value of the work has been established, but its scale in relation to the task of ensuring that as many children as possible leave school reading happily and well remains inadequate.

Nevertheless, the consistent success of VRH proves that money spent on books and travelling expenses for volunteers can be of real help both to children learning to read and to their teachers. Every local education authority should have a branch.

John Bald is tutor in charge at the Reading and Language Centre, Colchester Institute, Clacton, Essex.

Volunteer Reading Help: The First Ten Years can be obtained by sending an SAE to VRH, ILEA Centre for Language in Primary Education, Sutherland Street, London SW1.

The decision taken in 1972 by Mrs Margaret Thatcher, the then Education Secretary, to set up the Bullock Committee, to enquire into the teaching of literacy in schools was a response to growing anxiety in Parliament and the press. If the report of the enquiry (*A Language for Life*, 1975) did little to reassure public opinion, the subsequent failure of most schools and teacher training institutions to respond to Bullock has led many commentators to see mother tongue teaching as a 'disaster area'.

The main cause of anxiety in 1972 was the shocking evidence that, after a century of universal education, schools were proving unable to help children to profit from the teaching offered unless they came into school equipped from home with the tools for verbal learning which the school process requires. Those who came to school without the essential verbal skills were seen to fail at the first hurdle - learning to read - and to fall further behind with every year that they stayed at school. The effect of schooling was to widen the gap between the children whose homes gave them the verbal learning tools and those who did not get the tools at home.

To this anxiety there has more recently been added another. It is becoming clear that there is something missing from the language education offered to all children. Nowhere does our present curriculum offer children help in learning to understand language itself, the unique characteristic of the 'articulate mammal'.

One consequence of this is that young parents are given no preparation or guidance to help them to face their responsibility as their baby's chief language informant and model in the early formative months and years.

More serious still is the linguistic parochialism and prejudice which is endemic in our community to a degree rarely found in other societies. Like other, insidious forms of prejudice it is the product of insecurity and fear of the unknown.

There has been no lack of discussion of the role of language in the curriculum, especially since the Bullock Report was published, but much of the discussion has been side-tracked by muddled thinking on two issues.

Firstly, an acrimonious and largely peripheral debate about 'verbal deprivation' has centred on spoken language, ignoring the fact that it is failure to get confident command of the written form of English that causes shipwreck for a large part of the school population.

The second muddle has concerned the curriculum itself. When we speak of the 'school curriculum', which model do we have in mind? Most discussion of the 'curriculum' takes for granted a horizontal model. This is the curriculum as the headteacher sees it when drawing up the year's timetable. It is the model that is assumed in phrases such as 'language across the curriculum'.

This way of viewing the curriculum encourages the view that the head of the school should have autonomy in drawing it up. Indeed this claim of curricular autonomy for each individual school is often put forward as a precious defence against centralised planning.

There is, however, another model of the curriculum. This is the 'child's eye' model: the succession of experiences met by the child growing up through the system and moving from one school to another. Slogans such as 'language across the curriculum' have helped to distract attention from the haphazard nature of the child's language experience. If we try to see the curriculum as the child meets it (the 'vertical' curriculum), it is at once clear that for each school to claim autonomy, without consultation and in the absence of detailed guidelines worked out regionally and nationally, is unfair to all pupils and most unfair to the very pupils who most need the school's help.

This is not to suggest that the horizontal curriculum must not be coherently planned at each stage. Bullock argued this case cogently. If schools have failed to respond to Bullock, it is partly because no clear mechanism was spelled out in the report for bringing teachers together across their disciplines; most notably there were no suggestions for bringing together the English and the foreign language teachers. It is one of the chief advantages of the 'awareness of language' approach, that the new courses being developed in a growing number of schools encourage teachers, across the language curriculum as well as across other curricular boundaries, to come together in boards of studies to plan and teach the new language syllabus.

There is another practical advantage in putting a specific space for discussion of language itself into the horizontal curriculum. When the children, in a class, come from different language backgrounds, or dialect backgrounds, it is helpful to have a regular opportunity for them to tell one another about their language experiences. In this discussion all start level. All can feel that they have something to contribute. Experiences that they share, such as the acquisition of language by the baby, can, if properly handled, unite children.

While the introduction of 'awareness of language' into the curriculum is intended for the age range 10/11 to 13/14 in comprehensive or middle schools, or the top end of primary schools, it seeks to bridge the difficult transition from primary to secondary school language work, and especially to the start of foreign language studies and the explosion of concepts and language introduced by the specialist secondary school subjects.

It also bridges the 'space between' the different aspects of language education (English, foreign

Tools for talk



Eric Hawkins argues that, on transfer to secondary school, every pupil needs equipping with the 'tools' for verbal learning through a course in language awareness

language' into the curriculum seeks to integrate language experience across the curriculum. It is equally essential in the vertical programme. It ensures that at the outset of the secondary course all pupils, whatever their previous experience, have a chance to sharpen the tools for verbal learning on which the secondary course depends.

Not the least daunting aspect of this challenge is the adventure into a foreign language. At present some two-thirds of the children who begin French at 11 or older are ill-prepared and lack the essential learning tools. Their homes cannot or will not offer the necessary encouragement, with the consequence that foreign language study beyond the age of 13 is becoming a minority subject, with sixth form classes dwindling and languages other than French disappearing from school timetables in the state sector.

'Awareness of language', therefore, is an attempt to give coherence, both horizontally and vertically, in the child's programme, at a critical moment: the difficult transition from the primary to the secondary school.

'Awareness of language' in the curriculum is no panacea to cure all ills. It must take its place as part only of a progressive programme for providing the tools for verbal learning and giving back to the pupils who have been cheated of it, the precious 'adult time' (individual dialogue with an adult) on which Bullock rightly insisted as every child's birthright. Within such a programme the aim is to offer an approach to language teaching that will bring teachers together across disciplines and school frontiers to plan and teach it, while helping all pupils, but especially the slower learners, to make sense of what is too often a fragmented and haphazard linguistic apprenticeship.

The new element in the curriculum is intended for the age range 10/11 to 13/14 in comprehensive or middle schools, or the top end of primary schools. It seeks to bridge the difficult transition from primary to secondary school language work, and especially to the start of foreign language studies and the explosion of concepts and language introduced by the specialist secondary school subjects.

It also bridges the 'space between' the different aspects of language education (English, foreign

language; ethnic minority mother tongues; English as second language and Latin) which at present are pursued in isolation, with no meeting place for the different teachers, no common vocabulary for discussing language.

The chief aim of the new element will be to challenge pupils to ask questions about language, which so many take for granted. A subsidiary aim will be to prepare the way for a language element in the 'child-care' courses for fourth and fifth years, exploring the role of the young parent in the baby's language development. Further, by offering a forum where language diversity can be discussed, the new curriculum element will seek to challenge linguistic prejudice and parochialism. The best weapon against prejudice is open discussion and greater awareness.

Since insight into pattern in language has been shown to be a key element in aptitude for foreign language acquisition, and in the 'processing' of verbal messages in the mother tongue, our new curriculum topic will seek to give pupils confidence in grasping the patterns in language. A contrastive study, at an appropriate level, of such patterns with those met in other languages (foreign languages studied in class as well as the ethnic minority tongues of classmates) will be part of this growing insight into the way language works to convey meaning.

Learning to listen, which means first getting clear expectations as to what it is one is to listen for, will form another major element in the programme. This is especially important for pupils embarking on a foreign language who must 'superimpose' new listening habits on mother tongue habits of which they are not aware. The education of the ear is a prerequisite for efficient foreign language study.

Since it is clear that pupils will get very little from our present school curriculum, with its emphasis on verbal skills, unless they can read with confidence and come to relish using the written language as a tool for learning, the programme will try to offer a fresh approach to the match between the spoken and the written forms of language. It will attempt to demystify some aspects of the system of spelling that has come down to us, comparing it with other spelling systems that may be met, in French or Spanish, for example, or in the ethnic minority mother tongues. At the same time the origins of our curious, left to right, alphabetic writing can be explored and it can be compared with other widely used writing forms, many of which are based on quite different principles.

There will obviously be a degree of information-giving in answering the questions that pupils will ask when their curiosity is aroused about topics they may not have thought about before: questions about language origins, language change, dialects and borrowings. At the same time the new approach that we are advocating will call for a classroom method relying chiefly on pupils' activities, in which it is hoped they will practise the difficult but rewarding skills of working in pairs. These activities will include projects encouraging them to gather their own data from the world outside school, as often as possible involving their parents as informants and partners in the investigation.

Frequently, when the new concept of 'awareness of language' in the curriculum has been discussed, the question has been raised: Are you not simply wanting to introduce into school a watered-down version of the study commonly known in universities as 'linguistics'?

Of course there is common ground in the programme outlined above and some parts of a university course in linguistics and no apology need be offered for this. This is not the only area of the curriculum where it can be shown that children who will not go to university will benefit from exploration, at an appropriate level, of some of the themes studied at university. The teacher of 'nature study' does not need to apologise for the subject simply because his or her own degree was called 'biology', 'botany' or 'zoology'. There is, however, more to the programme that we are advocating than 'watered-down linguistics', as a moment's sympathetic consideration of the above outline will make clear.

We are seeking to light fires of curiosity about the central human characteristic of language which will blaze throughout our pupils' lives. While combating linguistic complacency, we are seeking to arm our pupils against fear of the unknown which breeds prejudice and antagonism. Above all we want to make our pupils' contacts with language, both their own and that of their neighbours, richer, more interesting, simply more fun.

This article is taken from *Awareness of Language: an introduction* by Eric Hawkins and published this week by the Cambridge University Press, price £4.50. A series of six topic books looking at various aspects of language awareness edited by Professor Hawkins is also being published by CUP.



Room for review

Art critic William Feaver tells Susan Thomas how he felt trapped in the school artroom

As the art/design/visual education debate rattles on in the corridors of power, who better to ask about the state of the nation than William Feaver, once a teacher and now art critic of the *Observer*. His is not an encouraging view.

"We may not be totally visually illiterate in this country", he said gloomily as we passed through the almost deserted Serpentine Gallery, "but we are pretty awful. The only place worse is China. At least they have a shortage of paper but their attitude is infinitely better than ours. We don't have a shortage of paper - except in school art rooms."

Sitting in the arctic fastness of the Serpentine Restaurant we discussed quite why this should be so. Entrenched attitudes, he said. Only last year the Haines Report had laid the blame for much of Britain's industrial ills on the cultural and visual illiteracy of top people. Quite right, he thought and borne out by his own experience.

"Take my last school - an immensely competitive grammar school for immensely able boys. Maths and English were highly respected, highly successful subjects. Art, on the other hand was seen as a manual skill. It had no status at all. Art was a wet subject for wet afternoons - an occasion to let off steam."

"And as for careers in art", he said bleakly, "the parents of the only two boys I did point towards art school were very upset - and one of them was a woodwork teacher so you'd thought he'd have been enthusiastic."

In the end he had decided that art appreciation - talk and slides - was more relevant than conventional practical lessons. "I think I was right. I still hear from old boys, some of whom say they developed a lasting interest in art as a result of those lessons. They go regularly to galleries and some of them" he said, visibly brightening "work for the BBC or ITV and actually give me work these days."

A tall, dark and thoughtful man, he views the world through large, wire-framed spectacles and more in hope than expectation. Yet life has dealt him an interesting hand. He sees the best and most stimulating art in the world, writes for "one of the grand old newspapers", gets to organize exhibitions from time to time and still has time to paint a bit. He is modest about this. "Nothing special - typical English figurative landscapes - purely for my own satisfaction. I almost had an exhibition once", he recalls. "In a gallery on Hadrian's wall but it closed."

At Oxford he read history, failed to land a research grant and took the first teaching post that came along - history, English and current events at South Stanley Boys Modern. It was very educational. He had no training, no experience and did not feel that imposing order should be a prime concern.

He enjoyed the experience. "It was a very good school. Lively. Thursday mornings, when the juvenile courts were in session, were the quietest time of the week. In fact I always found the naughty boys, the ones outside the door, most interesting."

Once a teacher... 'Art was seen as a manual skill... it had no status at all'

The art appreciation lessons began at his second school, the Royal Grammar, Newcastle. This time he taught art as well as history. "The former simply because I had some facility with a pencil. In itself that is an indication of the importance attached to the subject."

"The RGS was incredibly competitive with very many, very clever pupils. I quickly realized that I was teaching boys who at 18 were already better academic historians than I was, and that, in any case, I wasn't really interested in Elizabethan wages legislation and all that."

Again it was the rebels who interested him. "Perhaps I had an arrested adolescence. Anyway, I enjoyed their music more than I enjoyed teaching and I felt egocentrically frustrated. I had begun to realize that I was a writer and trapped in the classroom while all those 15 and 18-year-olds were going off into the world."

So with no other outlet, he ran the two professions side by side, writing arts reviews for the *Church Times* and the *Northern Echo* and gradually establishing a reputation as a critic. By the time his work was appearing regularly in *The Listener* and the *London Magazine*, he had acquired some literary respectability and an immense backlog of unmarked books.

In between, in breaktimes and on the odd day off, he collaborated on a film about John Martin, the painter. Then after five years of teaching he won a research fellowship and time to write a heavy academic tome.

After that I came to London, freelanced for *The Listener* and the *TLS*, became art adviser to the *Sunday Times* colour magazine and never really had to worry about getting work again.

"It wasn't the traditional route for an art critic", he said. "Usually it's the Courtauld Institute or art school. But I found all that varied experience invaluable."

"Once you've spent all afternoons talking about art slides to groups of sweaty, rude and frequently obstreperous, 14-year-olds, you discover that you have to be both informative and really interesting if you want to keep your audience."

"It taught me to speak without notes - in fact, I can't speak with notes from years of having to fix that little blighter in the back row."

"Then writing for a paper like the *Newcastle Journal*, you're talking to an interested, non-nonsense public. There's no question of being patronizing but at the same time you have to fill in the background. In some ways it's the same as the *Observer*. That has an extraordinarily wide

readership - you can't assume that people overseas or in Ireland have had the opportunity to see the artists you're writing about - you have to leave discreet clues in the text."

"People often say unkind things about teachers' abilities. They say worse things about critics. So as an artist himself, both writer and painter, and aware of the constraints which constantly beset any creative endeavour, how did he feel about the critic's destructive role?"

"As you say, when you've done it yourself you know how compromised all artistic work is - it can never be perfect. I probably pay more attention to the artist's work than anyone except their close family and associates. I am not being a judge but a commentator. The critic's role," he said with some emphasis, "is not a negative but a reflective one - in both senses, in thinking and as a mirror."

He still sees his role as that of an educator. "Earlier this year I was asked to put together an exhibition in Liverpool. I had Lucien Freud, Barry Flanagan and a couple of unknown students, artists that I liked and hoped would appeal to the people of Liverpool... It was very bright and aggressive."

"The critics were very lukewarm but the public came and the organisers have asked me to do another. That'll be an opportunity to introduce more artists."

The stresses of the new life are those of the old writ large. How to produce a piece which will interest and inform most of the people most of the time, within precise limits of time and space. And how to resist pressures from interested parties - in this case industrial sponsors or private galleries rather than governors, advisers or local employers.

"The pleasures are being able to plan your own time, especially at the start of the week, to do what you like best in the world and be paid for it, to work in an office whose atmosphere is as close as you can imagine to what the ideal staffroom should be - mature, literate, informed - and never is."

"And yet I find my thoughts turning more and more these days to my time in school."

"I'd like to see a total change of attitude to art. Local authorities should follow and improve on the example of Leicestershire - which put real art into schools. Art should have parity of esteem with other subjects - with music even. Look at Inner London - it's made marvellous provision for young musicians but there's nothing like that for artists. How many schools even go to galleries as a matter of course?"

"Schools should appoint more part-time art staff. It doesn't matter whether they're good artists or not so long as they want to teach. People on two days a week could stay gingered up. They'd have time to keep up with what is happening in the art world. In fact, of course, the authorities have been busily sacking all the part-time staff recently."

We will remain a nation of visual illiterates until educators recognize the value of art, fund it accordingly, and get teachers out from behind their kilns and guillotines and into the real art world.

Show-stealing kisses

National Student Drama Festival, Bretton Hall College, Wakefield, April 12-19

The young actors, writers and directors who perform at the National Student Drama Festival have a habit of going on to make it. This year's programme mentions 70 who have (Michael York, Harold Pinter, Terry Hands...) "with apologies to the 250 or more omitted from this list". Hence the advance camp of journalists and theatre critics established last week at Bretton Hall College, Wakefield, somewhat north of Watford and the usual metropolitan flashpots.

Well, partly. Truth to tell most of the hacks and at least two TV crews came to Yorkshire with the intention of snooping around the Festival's much-publicised Kissing Workshop. Their journeys were in vain, however. Seated in front of the college's firmly closed doors had instructions to bar all press - the only exceptions being *The TES* and a producer from *Woman's Hour* admitted as "participating observers". We alone can tell the world what really happened.

One of a series of workshops on various aspects of stagecraft, the 90-minute session addressed itself to "the single most difficult action a performer can be called upon to do". It was led by John Hodgson, head of drama at Bretton Hall, and he began with the basics. We all shook hands and learnt how to embrace from a standing start. So subtly it planned, we were soon rolling about on the floor kissing one another's hands and faces. Boys, girls, men or women, it made very little difference. One face was very like another.

Back on our feet, there was hardly time to work through a scene from *Romeo and Juliet* and straighten our clothes before the start of the first of the evening performances. Of the 99 entered by colleges and universities across the country 18 were selected, packed into transit vans and brought to Bretton for a couple of performances. They ranged from *The Merry Wives of Windsor* (Cambridge European Theatre Group) *Look Back in Anger* (Exeter University Student Theatre) to new musicals and a one-man show about heroin addiction.

"The punters" - the rather derogatory term for the audience, which was constantly employed by the festival's daily newspaper *Noises Off* - loved *On the Outbreak*. The all-singing, four-woman show even got a standing ovation, the first NSDF production to get one for six years or so I was told. Reflecting the hopes, dreams, desires and aspirations of three women in a



Nell Henderson as Teiresias in Anabser Theatre Company's production of "The Odyssey".

doctor's waiting room and the similar thoughts of the doctor himself, it was devised and written by its cast in association with composer/director/pianist Nick Phillips, a tightly-knit team from Hull University's Z Theatre Company.

At the regular and well-attended morning-after discussion sessions, we attempted to analyse its success. It was simple, said someone. It was slick and professional, said someone else. Nonsense, chimed in a third, it just had bloody good tunes. General agreement and a round of applause for Mr Phillips (who might not know that in the bar I twice heard his name coupled with Andrew Lloyd Webber's).

But, as is the case with festivals, even *On the Outbreak* was a one-day wonder. By the next evening its show-stopping number "The Women's Media Rag" was just a memory. Northern Ireland was temporarily filling the mind of Joe Regular, the characterised punter who also figured largely in *Noises Off*. (Fashion note: this season Joe is a hawker's comb above khaki fatigues and boots. His companion has chosen bulk, chunky sweaters and jackets that disguise her shape.)

Brenda's Butter Guns was a short two-hander by Mike Elliston which attempted to analyse the Troubles through the relationship of a Catholic mother and son. But the play (produced by the Red Rose Theatre Com-

pany from Lancaster University) had them both talking the kind of deadly newsworld which usually issues from the mouths of Sinn Féin spokesmen. Even when Punters son Sean put a bleeding colleague into his mother's bed she was still going on about "tragic waste". I'd have been more convinced if she'd shown a greater concern for the sheets.

A sideways step brought us to Vietnam and a play which, though it hardly so much as mentioned Saigon, Khe Sanh and the ghastly specifics, had vastly more to say about war and the poor grunts who fight it than the noble rhetoric of *Brenda's Butter Guns*. James McLure's *Private Wars* was an ultimately optimistic play set in the unpromising confines of an American veterans' hospital in 1970.

Rooming together there were Woodruff Gately, a battle-scarred version of John Steinbeck's Lenny, Natwick, an east coast sophisticate and Silvio, "a psychotic with his pecker blown off". Out of their compulsive bickering and an edgy, desperate humour reminiscent of *One Flew Over the Cuckoo's Nest*, the Student Theatre Society from Guildhall School of Music and Drama produced an absorbing and moving drama. And three of the best performances of the festival. By a short head, in fact, Lorin Stewart, the glittering-eyed, evil Silvio, gets my personal best actor award (I write before publication of the official list).

Manchester Umbrella Theatre Company seemed to have brought an entire kitchen to Bretton Hall for their production of Polly Teale's *Growing Pains*. I don't really know why they bothered for the production also featured a lot of mimed action, which led to some confusion on the very small set. In soap opera language - means about the car going wrong and all the washing that needed doing - the play looked at the change-of-life blues of a middle-class housewife. It was very well observed - I felt the slight embarrassment of being part of the trivia of next door's life - but a curious choice for a student company. Caroline Adams coped well with the role of the wife, but it was a part her mother would have understood far better and a pity that Lynn Redgrave had stolen most of her thunder in *The Faint-Hearted Feminist*. Battles over the breadboard go better on television; come to that, perhaps *Growing Pains* would.

No time to pursue such speculation. The performance finished at five-midnight - just in time for Joe Regular to get to the bar before pushing off to reserve a seat for the extra, late-night performance of *On the Outbreak*. At National Student Drama Festivals there certainly isn't much time for sleep.

Hugh David

Musical tradition

The Card Houghton Regis Upper School

To hold the attention of a large audience of pensioners and children drawn from neighbouring middle schools for some two and a half hours is no mean feat. The efficiency and enthusiasm which Houghton Regis Upper School bring to their lengthening tradition of yearly musicals account for their success with such a disparate audience. If the technical problems can be mastered, musicals provide an effective vehicle for school performance. They inevitably involve a great many people, when few plays accommodate a large chorus or require an orchestra. The immediate appeal of the music to both actors and audience ensures a two-way communication from stage to auditorium. Most musicals unashamedly exploit a wide range of dramatic effects: it was noticeable that the moments of pathos and humour appealed more to the older members of the audience while the younger ones responded to the rhythm of the music.

Musicals are not easy to cast but the chorus and indeed the stage staff (Steven Geraghty, who so successfully

played the leading role rose from their ranks) of one year provide the raw material for the actors of the next. But it is the ensemble work which lies at the heart of the performance and it is here that Houghton Regis excel. The company of 36 players had been admirably drilled without losing a sense of spontaneity and were supported by an orchestra of 13 and a production team of 40. The degree of involvement by the whole school community was reflected in the credit for the period costumes being given to "the parents". The use of general microphones helped to overcome the size of the hall/gymnasium but the use of radio microphones for individuals was a mixed blessing - they interfered with the action and can lead to vocal distortion if not used with discretion. The singing voice has a greater power of projection than the spoken word and requires great care with enunciation. The clarity of the sung words and the projection of the spoken dialogue are areas which could be improved. If the school could find time and the appropriate staff energy, the complementary performance each year of a straight play would bring rewards.

Robin Rock

Simple dignity

Richard II. The Oratory School, near Reading.

Label a school Shakespeare production as a "gallant try" and you're likely to be accused of damnation with faint praise. But that's exactly what *Richard II* at The Oratory School was - a brave attempt at a very long and demanding history play, and one of the least dramatic at that, but presumably a suitable choice for a boys' school because of casting difficulties of women in other Shakespeare plays.

At first I found both action and speech rather static and pre-programmed. However, as the actors warmed to their tasks and fed off each other, the piece started to gain momentum. What was encouraging was the way the large cast was used. With very little doubling up of actors needed, the first time quite late in the play's action brought freshness and new substitutes called on in the second half

of a football match. However, I felt it was unwise for both actors and audience to deliver such a long piece with no interval. As Richard, S G Olszowski gave an intelligent and quite sensitive portrayal of the weakening king, standing up well to what must be a major task of work for any actor. Also worthy of mention were G St J Hopkins as a dignified Northumberland, C J Carter as a snarling bruiser of a Bolingbroke and R E King as the Bishop of Carlisle, almost comically outplayed by the bluntness of the Bolingbroke take over. (If they do the next play in the sequence, Henry IV, Mr King should play Falstaff.)

The high point of the evening for me was the "Scattered seed" speech - now surely more well known than the play it comes from - delivered with simple, unselfconscious dignity by a very young actor playing a very old John of Gaunt.

Nick Baker

Classic theme

Brighton Rock Belgrade Theatre, Coventry.

The period detail in this new production of Frank Harvey's 1943 stage adaptation merely emphasises the classic theme of Graham Greene's original novel. The character of Pinkie (a good, fast, charming, and slightly sad) and his "Moi" speaks as much of today's aggressively shorn-headed, heavy bootied, teenagers as it does for the young bloods of the tribly hat and the double-breasted suit. How many teachers, probation officers and psychologists in the audience, I wonder, found themselves mentally tagging "The Boy's" utterances with the phrases of the new social sciences; "emotionally deprived", "sexually disturbed", "psychotic behaviour".

Ann FitzGerald

1984 and After. Changing Images of the Future. By Nigel Calder. Century £9.95.

"It is clearly more fun making forecasts than reviewing them," said Michael Young, the social scientist. "If people were wrong, that is sad and boring; if they were right, that is sad and boring." It seems rather large-minded of Nigel Calder to quote that perceptive observation here. In dialogue between the author and a computer, which is often somewhat arch, this book reviews the predictions made in 1964 in a work called *The World of 1984*. Most of the scientists' forecasts were hopelessly wrong, vaunting weird, tiresome concepts, such as domed cities, or quite mistaking the timescales of less fanciful changes. The few accurate forecasts are mostly depressing.

Frances Hill

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Voiceless multitudes

The Idea of Poverty: England in the Early Industrial Age. By Gertrude Himmelfarb. Faber £20.00, 0 571 13177 8.

As much, probably, has been written about poverty in the eighteenth and nineteenth centuries - and particularly during the nineteenth - as about any other topic in modern British social and economic history. The literature now includes national and local studies of the origins of social investigation; analyses of the connexion (or lack of it) between being poor and being criminal; and accounts of elite perceptions of the "dangerous and threatening classes". It is therefore unfortunate that Gertrude Himmelfarb should give the impression that hers is the first study to concern itself predominantly with the "idea of poverty" - a glance at the footnotes to her book reveals a vast bibliography, especially in relation to the years of transition and crisis between 1780 and 1834, to which she devotes about 200 pages of her text.

A working distinction can be drawn, and is drawn in this book, between the "idea of poverty" and the experience of being poor. The latter is a much less adequately documented topic than the former, and notwithstanding the pioneering researches of E. P. Thompson, J. Prothero, David Vincent and a handful of others, Himmelfarb is probably correct to refer to the "voiceless" multitudes of the poor during her period. And yet, despite the existence of a rich and venerable set of sources - represented here by, among others, *The Wealth of Nations*, Malthus's *On Population*, the *Poor Law Report* of 1834 and Mayhew's monumental investigations of the 1830s - changing conceptions of poverty are exceptionally difficult to write about. Indeed, journeying and quarrying through this very long book, the reader may at times doubt whether the "idea" of poverty *per se* is a viable historical entity. (Himmelfarb herself admits that it has an uncomfortable amount in common with that classic warhorse of Whig history - "the idea of progress".)

It might be argued, and at times the *Idea of Poverty* seems to support such a view, that the early Victorians and their immediate predecessors were less concerned with defining the poor than with "treating" or "dealing with" them. It could also be posited that poverty was perceived and confronted in the ways in which it was, not because of what it entailed for the poor but because of the threats, real or imagined, which it posed to the middle and aristocratic classes. Here Himmelfarb is critical, and rightly so, of over-credulous notions of social control which have been used by many historians in recent years. But she fails to

tease out the theoretical weaknesses of these usages: nor does she demonstrate that some form (or forms) of social control were not in fact crucial, albeit in exceptionally complex ways, to the maintenance of a fragile stability in Britain between 1780 and 1850.

The ruling class in the early nineteenth century may well have been less concerned with the fine shades between "paupers" and "the labouring poor" than Himmelfarb would have us believe: more unambiguously preoccupied, in fact, with the formulation of measures for solving the newly constituted problem of poverty. Precisely because those in authority were, socially, who they were, it was impossible for them, in class terms, to acknowledge that legislation would, when combined with a massively unequal distribution of wealth, income and access to state power, fail to deal with that problem. When Himmelfarb enters into this trenchant terrain her background as historian of ideas rather than economic history is a limitation - and the chapter on the standard of living debate is probably the weakest in the book.

The consensual perspective of *The Idea of Poverty* means that Professor Himmelfarb has no option but to be sceptical towards the twin monsters of Marxism and structuralism (and their various, detailed historical variants of Marxism). Indeed, "structuralism" always appears between quotes as if it hadn't really arrived yet or should at least be treated with a degree of irony. It is certainly true that the small body of structuralist history in English has been produced by historians who have not always made it clear which disciplinary mode of that hydra-headed style of thought it is which is supposed to underpin their work. Nevertheless, at its best, structuralist methodology has allowed even the most hackneyed text to speak for itself, while simultaneously crystallizing the political position of which that text is an articulation. (An important essay in this respect is Gareth Stedman Jones's "Rethinking Chartism" in his recent *Languages of Class* (Cambridge).)

Himmelfarb's opposition to structuralism and Marxism, in other words, means that she can do hardly any justice at all to those historians, notably E. P. Thompson, E. J. Hobsbawm and John Foster, who have grappled with the question of class and class consciousness in the 1830s and 1840s. To argue, as the author does in a pivotal chapter on the language of class, that the widespread use of the term "people" or the plural "classes", rather than the unambiguously singular "class" can tell us all that we need to know about the existence or non-existence of a potentially revolutionary

situation during these decades is to repeat a tired critique frequently levelled at Thompson's *The Making of the English Working Class* during the 1960s. The irony here is that Stedman Jones is now arguing for populism, "non-proletarian" rhetorics rooted in the traditions of the 1770s and coinciding with an acute, though brief period of class confrontation in the 1830s. Current historiography, then, is decidedly more theoretically complex - for Marxists and non-Marxists alike - than Himmelfarb is willing to admit. The debate about class consciousness in the early decades of the nineteenth century is unlikely to be settled by an appeal to historical semantics.

Seminal works - the writings of Smith and Malthus, in particular - are in my view too often seen in this work as themselves being the prime movers in the formulation of policies towards the poor. An alternative account would emphasize that the major texts of classical economics and political economy were simultaneously product and legitimation of the new and Adamantine ideology of laissez-faire capitalism. That such works should be seen as "productions" or "legitimations" would no doubt reinforce Himmelfarb's distrust of "mechanistic" Marxism and wayward theories of social control. And yet, in truth, nothing should be less mechanical than the idealist vacuum of a detailed historical working through of the mediations between an emerging ideology and its theoretical representations.

A final difficulty with Himmelfarb's approach is its unyielding commitment to contextualism. What is not in dispute is that historians of ideas and of social policy must locate texts and documents "in their time". Problems are bound to arise, though, whenever it is implied that a writer in the past deployed concepts or categories - "objectively" separate groups of the "deserving" and "undeserving" poor, for example - adjudged to be inadequate to an autonomous "social reality". All this is compounded when, as occurs not infrequently in *The Idea of Poverty*, it is also asserted that alternative terminologies and policy positions were in some sense "available" to a given thinker. This is to make heroic assumptions about the role of policy, motivation and ideological intent in the construction of social theory. And, from the historiographical point of view, it emphasized once again the dangers of grounding one's explanation over-exclusively in the language and preconceptions of the past. Better, it might be argued, to combine contextual and explicitly distanced analysis: to make use of the satellite scan as well as the microscope.

Bill Luckin

Down-to-earth work

Unqualified Success. By Jack Gabriel. Puffin Plus £2.95, 0 14 03 1288 9. Kestrel Books £8.95, 0 7226 5555 X.

"Do you lack formal qualifications? Have difficulty passing exams? Can't think what to do? Don't worry - the secret of success is at hand." So promises the publisher's blurb on the cover of *Unqualified Success*, a new guide to jobs for the young school leaver who has few or no qualifications. "Just browse through the options and you will find yourself on the path to a secure future."

The section of the book that makes links between that promised pathway and school subjects says quite a bit about which jobs do still have "a secure future". Suppose, despite your lack of qualifications, you were quite good at religious education. What are your options? Answer, funeral director? Funeral director, PE? Professional footballer, dancer or circus performer. Modern studies? Union official. Classics? (Yes, classics.) Well, a horticultural worker. History? Union official. Chemistry? Funeral director.

The main section of the book is a very easy-to-follow analysis of over 100 jobs, described under the heading, "Is it for you?". You need to (eg. accept routine, write clearly,

have physical stamina, etc), lists of likely employers, related jobs, useful addresses and points "for and against". The latter are frank.

The would-be book is warned that, "Like being a traffic warden, your job can make you unpopular." It is suggested that, for the laundryworker, "needlework helps", while the nursery nurse must appreciate there will be "no time to be bored". There is much said against being a police officer ("You see the world at its worst... you are almost bound to be injured... post mortems"), but there are advantages, such as the fact that, "There are police stations everywhere". The potential soldier is reminded that, while the food may be good, he may be crippled or killed and is firmly told that "Active service is hell". By becoming a union official, you can find "one of the few ways for a person with no academic qualifications to get into politics", and also have "comparatively secure job". If the coalminer lacks that security, he could (once) expect "a great sense of comradeship".

While some might express surprise at certain of the jobs listed as not requiring qualifications (nurses, electricians, stockbrokers), I was relieved to see that teaching does not figure anywhere in the book and can endorse the description of what it is like to be a

writer: "It's exhausting, insecure, competitive, lonely and usually badly paid", though I note I "need never retire". (Oh yes? - Editor)

With its preliminary advice on how to choose a job, what help can be got from a careers office, notes on how to apply (and be interviewed) for a post; with its lists of addresses and links to *Yellow Pages*, *Unqualified Success* is a most important and practical guide. It will be far more use to the likely "upward mover", the young person who somehow failed to get all his or her might have got out of school, than to the genuinely unqualified. However it will also be a much used reference book by all those in the careers advisory service and will be welcomed by many young people who have become motivated after leaving school.

While the writer deserves the gratitude of all such young people (and their parents and advisers), it is clear from the book's down-to-earth style that it is not offered as the instant guide to success that its publishers claim it is, but then, as the writer points out in his warnings to anyone thinking of trying to make it as a writer, "Publishers are sometimes less honourable than they pretend".

David Self



Clocktower Mill, Burnley, a steam cotton mill built c1840 beside the Leeds and Liverpool Canal - an illustration from *The Making of English Towns: 2000 years of Evolution*, David Lloyd's entertaining study of the physical, architectural, social and commercial aspects of urban history (Geddes £12.95).

Waiting for the spark

The Myth of Deliverance: Reflections on Shakespeare's Problem Comedies. By Northrop Frye. Harvester Press £12.95, 7108 0581 0. £3.95, 0515 2.

Professor Frye, despite his sub-title, rejects the term "Problem Comedies", though admitting "*Troilus and Cressida* is an experimental play in a special category". But *Measure for Measure* and *All's Well* "are simply romantic comedies where the chief magical device used is the bed-trick instead of enchanted forests or identical twins" plays fulfilling Aristotle's prescription for complex-plot dramas by displaying *peripeteia* (Reversal) and *anagnorisis* (Recognition).

In comedy the reversal marks the up-turn in the fortunes of the protagonists after earlier trials, and the recognition the perception by the other characters, and the audience, of that

up-turn leading to the expectation of ultimate deliverance. In *Measure for Measure* the reversal is of Action, in *All's Well*, of Energy, but in *Troilus* it is the conscious acceptance of illusion replacing Reality and blocking all exits towards Deliverance.

Unfortunately, however, the Professor is so obsessed by his Aristotelian criteria that he must deluge us with innumerable parallels and analogies not only from a dozen Shakespeare plays but from sources as irrelevant to his purpose as the teachings of Christianity, Buddhism, or the *Bhagavadgita* on Deliverance, or the up-turn of fortune in the *Odyssey*, the *Aeneid* or the *Orlando Furioso*, etc, etc, while the play originally being examined has been left unmentioned for the last 10 to 15 pages. Stunned and confused, we emerge, still waiting for the spark from heaven to fall.

Hermann Peschmann

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BOOKS

Content versus context

Fourteen to Eighteen: The Changing Pattern of Schooling in Scotland. Edited by David Raffie. Aberdeen University Press £7.90.

The publication of this book so soon after *Reconstruction of Secondary Education* comes as a bonus. The two together, with overlapping authorship and a common workshop in the Centre for Educational Sociology in Edinburgh University, are in effect volumes one and two of a study, unparalleled in extent and penetration, of Scottish secondary schooling on the threshold of a new era.

The authors of *Fourteen to Eighteen* push their arguments right to the boundaries of their discipline, which is the sociology of education, but, observing academic proprieties, refrain from trespassing into other people's territory - and they thereby strengthen their message. They concentrate on the "context" of education and leave the intrinsic values of its "content" to be announced by those who claim competence in that field. "In writing this book," they say, "we have sought to apply a particular perspective to the study of educational change: a sociological perspective which identifies structural constraints, in particular those that arise out of the selective function of schooling. In doing so we acknowledge that there are other equally valid perspectives on educational change." Their "sociological perspective" involves a constant appeal to public facts as against unsubstantiated beliefs, and it involves also a framework of reasoning around three major concepts, namely: difficulty, selection and motivation - concepts suitably appropriate to the student of society and highly illuminating when applied to schooling and exams.

The "content versus context" theme runs throughout the book, "content" being the beneficial curriculum which is the educator's joy and the "context" being a society which persists in turning its educational system into a sorting machine. Educators design an O-grade course for pupils at the upper ability level; society fastens on to the exam at the end of the course, extends its range by including D and E passes and the mere fact of sitting the exam and even the mere fact of *not* sitting the exam, and so sorts out school leavers at all levels. Educators fashion a liberal and imaginative post-Highers course for the Scottish sixth year; it doesn't catch on because its role in selection remains ambiguous. Munn designs a balanced curriculum and Dunning supplies an appropriate assessment scheme for it; society, as this book shows, is only too likely to forget Munn and welcome Dunning as an even better selection device than the one it has already.

Educators are out of touch with "context" in other ways, too. They rightly uphold freedom of choice for their customers, but do not realize this entails much closer attention to the expressed predilections of these customers. YTS planners claim that YTS will be better than the old YOP because it includes vocational preparation of a higher quality, but this aspect of YOP was not mentioned by the young people in this study nor by their employers, who were preoccupied with the scheme's "relevance" to the education profession, too, sometimes seems to regard increasing numbers of post-compulsory "stayers-on" as a good thing in itself, not always realizing some hard facts, eg that by no means all fifth year pupils are post-compulsory; that the supposedly "normal" fifth year curriculum is far too

difficult for a substantial majority of present fifth year pupils, and third that for boys who do not go on to further or higher education "staying on" can in fact be a disadvantage in finding employment. Such "hard facts" are liberally provided and expertly commented upon in this book, and they are more convincing for being based on a random sample, numbering no less than 5550, of all Scottish school leavers in the academic year 1979-80.

A notable feature of the book is its logical coherence. The three authors have cooperated so closely that they write as one. The three chapters by Penelope Weston on the third and fourth years, the two by Peter Burnhill on staying and leaving, the two by Andrew McPherson on the fifth and sixth years, and the two by David Raffie on schools and the labour market all hang together and use the same key concepts. The intermittent drawing together of threads - eg in the end section of the chapter on the sixth year, and in the editor's concluding chapter, "The content and context of educational reform" - is excellent.

Fourteen to Eighteen deserves to be widely known, and not only in Scotland, for its phenomena exist everywhere in some form. It is not easy reading, however, being highly concentrated. There is perhaps a danger that less diligent readers will be content to quote bits and pieces out of their setting. As for content versus context, will "content" worshippers decide that they must now be of the world and not just in it, or will they fight for their ideals more fiercely than ever since obviously other people don't care about these ideals? I think the authors of this book would say to them: Do both!

Stanley Nisbet

Familiar silhouette

Wellington's War. His Peninsular Dispatches presented by Julian Rathbone. Michael Joseph £13.00.

In 1808, Lieutenant-General Sir Arthur Wellesley, KB, then 39 years old and unquestionably Britain's most successful general, was given the task of "affording to the Spanish and Portuguese nations every possible aid in the throwing off of the yoke of France" (Castlereagh). So began the Peninsular War.

Choosing to land his small expeditionary force in Portugal, Wellington, as he was to become, found the French in almost total control of the Iberian peninsula. Some five years later after a hard and spectacular campaign he was to write "I imagine there are none of the enemy in Spain this night." Portugal freed of the yoke.

Julian Rathbone has made a selection from the dispatches and correspondence Wellington wrote daily throughout the campaign - close on 2000,000 words. His chief aim, he states, is to entertain, and his second, to demonstrate Wellington's presence and his extraordinary capacity for work. That he succeeds in both is due to his skilful and inspired linking commentary, aided by maps and drawings done during the war.

The filling of background, the descriptions of people, places and battles, the pertinent asides are so finely done that one puts up with the tiresome italic used for the commentary - text and commentary being in many cases continuous. Mr Rathbone has an intimate knowledge of the peninsula and sees the landscape with a painter's eye. The countryside, the towns and villages are vividly drawn, as are the scenes of battle, and the juxtaposition of the tranquil with the bloody gives an exciting sense of atmosphere.

The first engagement is at the village of Vimero and we follow Wellington as the war twists and turns from battle to battle - Talavera, Busaco, Salamanca, Vitoria to name a few. And there was fighting of another kind, largely with the Commissariat in Britain: "as noted - in spite of Sir Arthur's minute-by-minute instructions - it took less than a week for the Commissariat to make a cock-up of just about everything," Wellington once wrote. He was glad but he always knew how to get the best from his men - not expecting too much from them in the first place. His professionalism put him way above his senior officers who tended to be lost without him (in more ways than one). His prodigious energy was used to full effect looking after everything with an astonishing attention to detail.

tin camp kettles, rather than iron? Not a small point for an army on the move, but should the commander-in-chief have been involved? Wellington believed that he should. Then there was quarrelling - Spanish generals, hot-headed cavalry officers and soldiers who went missing for days after battle; and "croakers", his word for those who expressed the opinion that he might risk a British army out of motives of personal ambition. But his overall objectives were never lost sight of, nor his passionate belief in the campaign.

Throughout the book the great man's complete disregard for his own safety is apparent. Here he is, nearly caught by an enemy patrol when out alone. "It was a calculated risk with a clear purpose. To those in the allied lines a solitary horseman appeared on the track below them. From a distance the silhouette was already familiar, then the short, grey coat buttoned to the chin, the small plumeless cocked hat . . . he briefly doffed his hat - as much to the French across the way as to his own troops. 'Douro, Douro, Douro,' cried the Portuguese. 'Viva el Valiente, y viva la Nacion,' cheered the Spaniards. 'By Jesus, it's Art!' called out an Irish voice, 'the long-nosed bugger that likes the French.'

Terence Lucas

lingo

One thing that struck me in Tom Haskie's recent *Lingo* piece on names (February 2) was the relative regional-ity of these phenomena. Some names that I used to encounter in London when I was younger I still meet on the south coast.

My daughter recently roared "Bloomin' Henry!" in surprise at some event. It's a phrase I remember well, without the aitch, from my London boyhood. But I don't know who Henry is or was and nor does my daughter. Famously enough, her generation hereabouts does have a "babb" of stroking their chins and nodding their

heads when confronted with a story that strains their credulity. "Oh yes!" they say sagely. "Chin I, Chin I, Jimmy Hill." Now I do know who Jimmy Hill is, complete with southern accent, even if I can't see the connection.

There's another London character, my parents and grandparents used to invoke when faced with some outrage or disaster. "Gordon Bennett!" they would exclaim, savouring every syllable. None of us have ever known who he was, any more than we knew any of those other people I heard invoked on London building sites. "Flippin' Nora! Blimey O'Riley! You great steaming Jesse!" It is doubtful whether any of these terms would be heard north of a line from the Mersey to the Wash.

Then again, "Charlie's dead!" a friendly London warning to a girl whose slip is showing would almost certainly not convey that meaning in most parts of the country.

Tony Barnes

Dazzling feat

The Defeat of the Spanish Armada. By Garrett Mattingly. Jonathan Cape £12.50. 0 224 02070 6.

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Martin Fagg

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Audrey Laski rounds up the latest paperback



into a conventional thriller is a strength rather than a weakness with a heroine in a wheelchair, and there are plenty of real feelings about as well. A strong resolution is always desirable to focus the feelings in a children's book: Betsy Byars uses the danger of the sea in *The Animals the Vegetable and John D Jones* (Puffin £1.10), another of her distinguished accounts of the traumas of moving out of immaturity, and it is also used in *Seal Secret* (Aidan Chambers, Hippo 85p); there is a quiet distinction here too. A rather similar theme, of what looks like a disastrous holiday being redeemed by the satisfaction of caring for wild creatures, is used by Elisabeth Beresford in *The Animals Nobody Wanted* (illustrated by Joanna Carey, Magnet £1.25), a good book to progress to from *Enid Blyton*, with a taste of real life.

More touches of real life for young readers in Beverly Cleary's latest *Ramona story*, *Ramona Quimby, age 8*, (illustrated by Alan Tigreer, Puffin £1.25), with the heroine still worrying about the dangers of unemployment for her parents, and in *The Steel Band* (Wendy Green, illustrated by Jennifer Northway, Beaver 85p), with its recognizable multi-ethnic primary school. *The Perfect Hamburger* (Alexander McCall Smith, illustrated by Leszko Acs, Puffin 95p) is more fanciful, but an engaging tale nevertheless. Here, a small eatery's

CHILDREN'S LITERATURE



owner is defended against the encroachment of a giant hamburger chain by a boy's determination to help him find the perfect seasoning, in *Canesh* for older readers, (Malcolm J. Bosse, Puffin Plus £1.25), the practice of *satyagraha*, brought from India to the US by the hero, ensures that the new freeway will be routed through the site of a hamburger house rather than the old house he shares with his aunt; a serious story. Also serious, and in many ways quite disturbing, is *Nina Bowden's Kept in the Dark*, (Puffin £1.25), where the children have to cope not merely with a fierce and disapproving grandfather, but with the psychopathic strangeness of their step-brother; this is a story which treads a dangerous edge delicately. A different kind of real life is represented in *Let the Circle be Unbroken*, in which Mildred D Taylor continues the story of a black family in the Deep South in the middle of the Depression; a bleak, oppressed life made bearable by family affection, though I sometimes wondered if this did not itself contain an element of oppression for the children. (Puffin Plus £1.95.)

Life was never easy for Nottinghamshire miners, but without blinking



King Pong, Mrs Wobblebottom and Billy Bogle (removing a pool cue from his nostril) up to no good in *The Great Smile Robbery* (Roger McGough, Puffin 95p, illustrated by Tony Blundell).

Leaves to the trees

Junior Poetry Workshop, New Edition. Edited by N Russell and H J Chaffield. Nelson £3.50

Enjoying Poetry. Edited by Sadler, Hayler and Powell. Macmillan Education £2.95.

A Swag of Birchens. Poems of Robert Frost for young people. Illustrated by Peter Koepgen. Hodder and Stoughton £5.95.

Growing poems, poets, and a love and understanding of poetry, must be one of the hardest tasks that teachers face. Keats' warning that if poetry does not come as naturally as the leaves to the tree, then it had best be left alone, is small comfort, however wise, to the classroom teacher faced with doing something with, or about, the dialect of the tribe. Above all, one wants to avoid the attitude expressed by a pupil in the television play about a comprehensive who, when faced with yet another project, advises his friend: "when in doubt, write a poem" - poems can placate teachers, or at least give them something to mark. Fortunately, we have guides in writers such as Peter Abbs, Brian Powell, Ted Hughes, Robin Skelton and Sandy Brownjohn, all of whom communicate both the skill and the spirit of the maker.

Judging by its printing history, *Junior Poetry Workshop*, first published in Australia in 1966, has been a popular anthology. It is a sturdy, compact but substantial collection, with fine and evocative black and white illustrations. Aimed at the junior years of the secondary school, it sets out to encourage pleasure and satisfaction from reading, discussion and writing, based around the selected poems. So far, so good - the mention of

"workshop", too, conjures a sense of a healthy, constructive and experimental approach. The poems are grouped in eight themes, ranging from Violence, Witches and Ghosts, to Reading Aloud, and are linked by a mixture of comments, questions and assignments by the editors. Poets included range in a somewhat Jekyll and Hyde fashion from Masselfield, Belloc and De la Mare, to Prevost, Holub and Anya Lovell.

I know little about the Australian education system but, apart from one or two sections (perhaps added for the new edition?) this collection feels curiously dated, as if Australia and England of the 1980s are not quite in sync. Perhaps publishers should acknowledge the difference between cross-fertilization and major transplants. The basis for this reaction lies in the way in which the editors' commentaries consistently pre-empt, in a very teacherly style, the possible responses of the young readers: they are invited to discuss "whether Australians should glorify bushrangers and lawbreakers as heroes"; to say the ballad of John Silver "with an air of bravado and a complete lack of conscience"; and are advised that in reading aloud, "lilting lines need high, light voices - girls do well there; pounding lines need low heavy voices - boys help here" - that should sort out the Sheila's among them. If the commentaries were not so ambiguously aimed at teacher and child, they might avoid this kind of didacticism.

Enjoying Poetry has been compiled in the belief that "understanding brings enjoyment", and the editors try very earnestly, throughout their 22 sections (most thematic, some technical and one, an *Appendix*), to realize that aim: this is a very busy book, crammed

with assignments and marginally illustrated in cartoon style. Its contents are certainly enjoyable and unlikely to damage young readers' health, but the editors' approach really exemplifies the dilemma of the well-intentioned teacher who cannot bear *not* to interfere in the process of the pupils' response: the children are positively drilled into the "correct" reaction, as in this request: "From this box of feelings (a multiple choice grid), choose those that apply to Mollie and say why." At the other extreme we find the more generalized and grandiose: "The subject of mosquitoes is a popular one with poets - can you suggest why?" - which must be guaranteed to end any lesson with a bang or a whimper, or both. This collection, too, is of Australian stock: it could help bale out a sinking teacher, but with the Brownjohn, Benton et al lifeboats about, why struggle? Both these collections make one respect the shrewd and intuitive sense displayed by Ted Hughes and Seamus Heaney in their anthology *The Rattlebag*.

And, with silence, we arrive at Robert Frost, for whom, according to Clifford Fadinian, his sympathetic editor, "poetry was a special kind of talk". Frost's unique mixture of music, simplicity and gravity, does indeed need, even demand, to be breathed into being. In his poems we hear a man talking, but it is a kind of talk which generates its own stillness, enabling the reader to share moments of inner and outer weather, with no need of editorial questionnaires. There is much to be said for allowing the visual image to work on the imagination, along with the poem, and this finely produced collection, atmospherically illustrated, does just that.

Chris Waters

Child Studies
child care
and development

Tusla Werner

A straightforward, factual text on the development and care of children from birth to seven years. The author covers *Having a baby*, *The first year of life*, *Seeing the world from the child's viewpoint*, *A guide to child safety*, *Moving into the wider world* and *Children in special circumstances*. Specially prepared for Child Study courses, this book will be of immense value to both pupils and teachers alike.

Tusla Werner is an experienced teacher in Child Studies and has recently been involved in a forthcoming BBC TV for Schools series, *Child Care and Parenthood*, to be shown in May. Mrs Werner is one of the authors of the teachers' notes which accompany the series, and the *Child Studies* course which she teaches is featured in the first programme.

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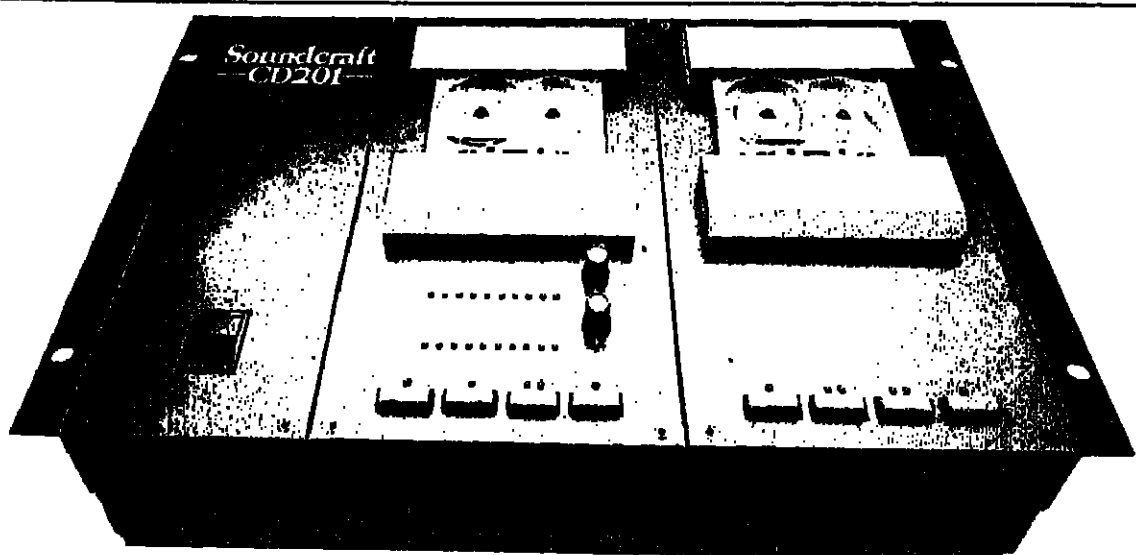
Most schools now have some form of plain paper copier, and many have quite sophisticated photocopying equipment. But even in schools with well-established audio-visual departments, purpose-built cassette duplicators are still a rarity.

This, of course, is mainly because the need for photocopyers is clearly perceived. Whereas the absence of the equivalent facility for cassette copying has, in most cases, yet to be sorely felt. Only recently, with the rapid spread of computer education at all levels and the BBC's switch to night-time transmission of certain Schools Radio programmes last year, have schools become high-volume cassette users of necessity.

It is a simple enough, but extremely tedious business, to copy one audiocassette from a master, using two ordinary cassette recorders. Only when faced with the prospect of producing, say, 30 identical copies of a computer program or a radio broadcast, does it occur to one that there must be a better way of doing it.

There is nothing new about high-speed tape duplicators. But until relatively recently, they have either been extremely expensive, designed for professional studios and capable of churning out thousands of copies per hour, or they have been double-decker "ghetto-blasters", some with a high-speed copying facility, whose main function seems to be tape-copying of dubious legality. In fact, one supplier of domestic double-speed tape decks has recently withdrawn the product under pressure from the record industry, possibly encouraging others to do likewise. In any case, for school or college use, the reliability and quality of such equipment is in doubt, and the, at best, double-speed copying they provide is not such a great improvement.

It is only in the last year or two, and more specifically last month at the Audio-Visual show in London, that a new breed of mid-price or semi-professional cassette duplicators made their presence felt. At the A-V show at least three major manufacturers were showing machines in the £600-£1,200 price range, all of which merit consideration



DOUBLE DECKER

Bill Hicks visited last month's Audio-Visual Exhibition in London and discovered a whole range of new audiocassette duplicators

by any school which used cassettes in bulk.

All the machines work on the same principle of "in-cassette" duplication, as opposed to the professional "bin-loop" system which copies at high speed on to raw tape and subsequently has to be cut and loaded into cassettes. The in-cassette machines typically have two decks—one master, one slave—and a precision transport system to allow cross-duplication of both sides of the cassette at up to 16 times normal speed. Most systems are expandable, with extra "slave" units available. The chief, related variables are thus price, quality and reliability.

At the lower end of the price range is a new model from Hanimex. At a little under £600, the Hanimex Niverco CD6100 high-speed cassette copier is a portable two-deck unit for mono copying only. It runs at one speed, 30 inches per second or 73cm/sec, which is

16 times normal playback speed. This enables a 60 one-hour tape to be duplicated in 114 seconds. Add on slave units, CD6200, are available too, each taking two further cassettes for copy from the single master.

The Hanimex unit is claimed to copy up to audio-visual standard—that is, it will copy speech, music and a-v pulse frequencies with adequate fidelity for normal classroom use.

For higher fidelity, and to be absolutely certain that computer programs are faithfully transferred from A to B tape with minimal "drop-outs", a more sophisticated device is needed, for example Soundcraft's CD201, a new equipment specialist manufacturer. Like the Hanimex, the £1,290 basic unit has one master and one slave deck. It copies at 31ips. However, it records four tracks simultaneously, that is both sides of a stereo cassette,

and will drive any number of slave modules (available at £590 apiece) with no detectable decline in quality. The price of this unit reflects the use of a high-precision, direct-drive, three-motor mechanism, with electronic control of tape speed to ensure accuracy, and its glass bonded ferrite record heads.

Tandberg, the Norwegian audio-visual giant, offers both mono and stereo duplicators, each built to equal high specifications. The TCD621 mono duplicator (£998) and TCD641 stereo model (£1,264) each have five-motor transports, again copying at 16 times normal speed. The stereo model uses ferrite recording heads. Stereo and mono slave units are available at exactly the same prices, each adding two more decks. Tandberg recommends the system for use with up to seven slave units, meaning a total of 15 copies at a time from one master.

The Tandberg units are built into an angled casing, for ease of use in a typical console arrangement. The Soundcraft units are flat and are designed for incorporation into a desk unit with a desired inclination or for use as a free-standing array.

A similar in-cassette duplicator system is made by Graff Electronic Machines. Its specification, on paper at least, is approximately equivalent to the Soundcraft CD201, and, again, it offers 16 times speed copying.

A point which should be borne in mind by users of any duplicator is that the machine is only ever as good as the cassettes being copied. The audio-cassette is a vital part of the recording process. Apart from the recording characteristics of the tape itself, the precision of the cassette mechanism is important in that it controls the accurate carriage of the tape over the recording heads. Apart from producing poor quality copies, a cheap cassette is less likely to stand up to the greater than usual stress put on the tape by high-speed copying. According to Soundcraft, its motor control system is designed to minimize stress on tapes. Clearly, however, it is a false economy to use any but reputable tape brands.

None of the machines described above is designed for use with the new "metal tapes", but the Soundcraft units can be modified by the manufacturer (with the speed reduced to eight times normal) to cope with it. The Soundcraft models have two bias settings, one for ferric, one for chrome tapes, and will also copy Dolby "B" and "C" noise reduction signals.

Finally, an obvious but important point: duplication of anything but copyright-free audio material, without the copyright owners' permission is an offence.

Addresses of manufacturers: Hanimex (UK) Ltd, A-V Division, Hanimex House, Faraday Road, Dorset, Swindon, Wiltshire, SN3 5HW. Graff Electronic Machines Ltd, Woodhill Road, Colingham, Newark, Nottingham NG23 7NJ. Soundcraft Cassette Systems Ltd, 58 Great Sutton St, London EC4V 0BX. Tandberg Ltd, Røve Road, Industrial Estate, Elland Road, Leeds LS11 8UG.

Fine fare

On The Market
Granada for ITV, Fridays, 12.30pm
(Granada region only, 1.30pm)

The Foodies, like the Sloanes, have been well pondered to already—Sunday colour supplements' pull-out and save, the televised secrets of nouvelle cuisine and the great chefs at work. Granada now presents everyday food for the lunchtime viewer in a quandary over the weekend shopping.

On The Market is fresh every week as is the produce it scrutinizes. This flexibility allows the filmed feature to be linked to the latest developments: the implication of the European Community agreement to reduce milk production is a likely rise in beef prices in the face of already declining red meat consumption. A pertinent introduction to the rapidly expanding sector of prepared chicken dishes follows the prototype of Marks and Spencer's latest chicken dish down the production line.

Black pudding might conjure up mothers-in-law and fat ladies to the average Briton, but the continent takes their annual international boudin competition seriously. The expedition to Normandy with a British competitor added piquancy to the market report (the French pay more for their locally grown cauliflowers and golden delicious apples than people in Manchester).

Classy presentation with well considered content is backed up by the firm belief that market information is airtight without ideas—What do you do with cheap trout? Something different for packed lunches? How good are cook-in sauces?

The difficulty, of course, is that you have to write off for those ideas if your pen and paper do not happen to be at hand. However, the effort is worth it. Not all recipes are addressed to the average family of four to six—some inspired person recognized the needs of those on their own. In addition, the guest cook's "star recipe" and the market prices can be found on Oracle.

Lois Rodgers

briefings radio & tv For schools

PICTURE BOX
(Monday 9.30, Friday 11.22, ITV)
"The Golden Antelope", a folktale from Central Asia, is shown in two parts for eight to eleven-year-olds.

FINDING OUT
(Monday 11.22, Thursday 11.40, ITV)
"Living in Europe" introduces seven to nine-year-olds to the different ways of life in Portugal, Denmark and Austria.

INSIGHT
(Tuesday 9.45, Friday 10.26, ITV)
This series, intended particularly for the profoundly deaf child, uses any means of clear communication to extend the child's command of English.

RÉALITÉS FRANÇAISES
(Tuesday 11.38, ITV)
A general interest French series for sixth forms. Each programme has an introductory section, a documentary film taken from French TV and a follow-up discussion with French teenagers.

Continuing education and general interest

CHIP SHOP SPECIAL
(Saturday, Radio 4)
Two "Chip Shop" specials. On consecutive Saturdays this computer magazine offers advice and programmes to computer buffs.

AFRICA
(Monday C4)
Rare archive film and illustrated eyewitness accounts help to convey the drama of African history and provide a view of life in Africa today.

MEDIA



Nation of immigrants

Gillian Klein on a courageous series about ethnic minorities in Britain

the unpakable pills of discrimination and racism with the strong draught of religion—to the articulate and disaffected young people for whom Rastafarianism is both faith and protest, and for whom politics has become the avenue by which to pursue their struggle.

Perhaps his guard was down when it came to representing his own group, for the programme on the Jews, second in the series, is not quite free of negative stereotypes.

The Jews were the first group to encounter widespread prejudice and are the subject of programme two. Expelled from Britain in 1290 (but not before 2,000 were murdered in York), they were invited back in 1655. Most,

however, came after 1880, fleeing from their lands and the pogroms of Russia and Poland. Though regarded today as a "successful" immigrant group, they had a long struggle in Britain and have faced waves of virulent anti-semitism. One manifestation was the Aliens Act of 1905, passed just too late to keep them out; the Nationality Act is the latest refinement. The "success" of this group can be in part measured by the nostalgia that emanates from Bill Fishman and others in the programme, but

looking back means for the Jews of the Twentieth Century the decimation of their numbers by the Nazis; there is film of an affluent but sombre anniversary observance by some of the survivors of the camps.

The third programme features the Irish, the fourth World War Two and the fifth the Poles. Next are the West Indian community followed by the Hungarians. Programme eight sets out the pattern of relationships between the Indians and the Empire, with the following two specifically on the Sikhs and the Bangladeshis. The last group on which the cameras focus are the Chinese.

I shall be watching the rest of *Passage to Britain* with interest. I hope that the ready access that BBC and ITV granted for their multicultural education programmes will be granted to educationists for this series and that the availability through Concord Films is secured, because it promises to be a valuable teaching tool for service and in schools.

Though well researched and carefully wrought, the programmes have a light touch. What is probably the best

book designed to accompany the series has been prepared by James Walvin: *Passage to Britain: Immigration in British history & politics*. Penguin, 1984. ISBN 014 02 2572 2.

though it has the same wryness: black activist Roy Strong has this to say about the missionaries in Africa: "If Heaven was really such a wonderful place, ain't no white people going to go round telling black people about it!" And this expresses the central tension that the series seems to be about: the tension between the communities who came here either from desperate need or as of right to claim their share of the bequests of the British Empire, and those who have been here rather longer and want to keep it all for themselves. A newswreel of the 1950s presents the arrival of a shipload of Jamaicans as a problem, even though "whatever our feelings, they have the right to come and to stay". The solution then offered, however, has not been invalidated by the passing of 30 years: "We may find the answer hidden in the conscience of us all".

A book designed to accompany the series has been prepared by James Walvin: *Passage to Britain: Immigration in British history & politics*. Penguin, 1984. ISBN 014 02 2572 2.

Teachers' day

In 1976, just after the appointment of a full-time Schools Officer, 85 schools booked party visits to the National Gallery in 1983, the figure had soared to 1,588. This is one measure of the present Director's commitment to schools. Now the gallery offers a variety of free services, including talks, worksheets and even special rooms where packed lunches can be eaten.

Teachers from all parts of the country were able to find out about these services when the gallery held a Teachers' Day last month. Over 80 attended, many travelling long distances. They were welcomed by Alistair Smith, Keeper of Education and Exhibitions, and the two Schools Officers, Anthea Peppin and Michael Cassin. Information-giving sessions were interspersed with opportunities to watch children "at work".

On an average day, as many as seven or eight parties visit the gallery, from junior or secondary level. Worksheets and quizzes are guided according to age. It helps, said Michael Cassin, if some preparation is done before the visit and if teachers demonstrate their own interest to the pupils. We heard of teachers who abandoned 150 children (a whole Year) in the gallery, and the lesson who said "I don't care where you go as long as you don't leave the building" (and then went out).

The gallery is also happy to advise teachers on how the study of National Gallery pictures can be incorporated in work done at school. A team of 15

hand-picked, freelance guide-lecturers is on call to take groups round (minimum 10) but at least two weeks' notice should be given of a planned visit.

All talks take place in front of the paintings and last for about an hour (about seven pictures are covered). Secondary school teachers of subjects other than art are also catered for. The ideal, said Anthea Peppin, is for teachers looking at pictures to be a normal part of the curriculum.

The enthusiasm of our guides was evident. "I'd do anything to get a reaction," confessed art-historian Frances Borzello. "We try to show that painters were not people who sat in studios all their lives," commented Alistair Smith.

The gallery's education staff prefer telephone calls to letters, since this enables them to find out the context of a proposed visit (for the same reason, they like teachers to ring, not the school secretary). After 3.30 is the best time and the number is 01-839 3321, ext 290, 295 or 297.

The concentrated Teachers' Day (intended for those far from London) will not be repeated until this time next year. It is usually over-subscribed and unsuccessful applicants get priority for the next one. A three-day course for secondary-level teachers is planned for the autumn (details available in August) and there is likely to be a similar one for primary staff next spring.

Philip Barron

Videodisc project

A tone of realism pervaded this month's annual conference of the Educational Television Association. On the subject of education in the video age, worries emerged about high costs of interactive video, low expectations from cable, and problems of integrating resources and computer-based learning styles. But there was some hopeful news about videodiscs.

Real videodiscs and players are now being used in education. The first reports of a small-scale experiment introducing videodiscs into primary schools to gauge the reaction of teachers and pupils to interactive videodisc systems as a teaching and learning tool, were represented by Peter Morley, Controller of Programmes, Thorn-EMI Videodisc.

The three-month pilot scheme, which ended on March 30, was undertaken by Thorn-EMI by North East London Polytechnic, who are now preparing a detailed evaluation of the experiment. The four videodiscs used in the pilot

were developed for the domestic rather than the schools market. These included, for example, the disc of *Start Here* which aims to introduce young people to physics and consists of linear sequences and reference sections.

These discs, together with VHD machines were introduced to participating teachers in four schools selected by NELP for the pilot: Ravenscroft Junior School, Church of England Primary School, Barking; Holman Hunt Primary School, and Holman Primary School. No specific briefing was given as to how the programs could be used; teachers were left to develop their own approaches and ideas as to how best to exploit the system.

Preliminary findings are encouraging, reading from the NELP Interim Report. Peter Morley revealed that teachers had seen immediate classroom applications for videodiscs, and although in practice they were introduced in different ways, all used them alongside other learning resources and

the most popular application was in structured project work. Features such as freeze frame were well exploited and teachers saw great potential in the use of the dual audio facility.

Children were apparently quick to adapt to the new technology and found the learning experience stimulating. Particular benefits were noted with poorly motivated children and those with language problems. Children were equally positive, and their comments ranged from "It is good because you can learn to use it quickly" to "I think parents should see this".

Morley would like to see a well-funded scheme involving 200 or more schools with teachers involved in software development. "Making discs without teachers being part of the process is ridiculous". Such a project would require financial support. "What is needed is an initiative similar to that mounted by the DES in the microelectronics field".

Susie Rodwell

notes

ENVIRONMENTAL STUDIES
Birmingham's Environmental Studies Association is holding a one-day exhibition of educational resources on May 3.

Among the 61 stands a collection of slides, tapes and teaching packs will illustrate many sites already known for study visits, such as Ironbridge Gorge, Action Scott Working Farm or the York Railway Museum.

National organizations like the newly formed Historic Buildings and Monuments Commission will be showing video films of its major sites. Companies like Shell and BP will promote the educational potential of their own activities, while publishers and

educational suppliers demonstrate a range of books and computer programs. Day of Environmental Education Resources, Bordesley Centre, Camp Hill, Stratford Road, Birmingham B11 1AR (tel 021-772 5912).

RADIO SHOP
For a complete catalogue of the BBC Radio Shop's cassettes or the new summer supplement which includes titles like "Choices" and "Astronomy (Springboard)", send an A5 size to The School Broadcasting Council (30/5), The Langham, Portland Place, London W1A.

BEYOND VISION
A new exhibition at the Science Museum in London is showing one hundred historic scientific photographs—unique images revealing information otherwise inaccessible to the human eye.

Each photograph in the exhibition has some special historic significance, from classics like Röntgen's X-ray of his wife's

hand to the first colour view of a foetus inside the mother's womb.

"Beyond Vision", April 19–October 1, Monday to Saturday 10.00–18.00, Sunday 14.30–18.00, at the Science Museum, South Kensington, London.

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4 Television Programme Recording

Titles Available for Week Commencing Tuesday May 1st, 1984.

Tuesday May 1
18.30 Whose Town Is It Anyway?
Easterhouse fee code B
Wednesday May 2
17.30 Six Great Walks: The Malvern Hills
fee code B
18.30 Diverse Reports fee code B
19.30 A Week in Politics fee code B
For More Information Contact
TV Recording Licence, Dept.
GUILD LEARNING
Guild House, Peterborough PE2 9PZ
Tel: 0783 831122

Further adventures of Wind in the Willows



Toad cost £1,000 to make

The Wind in the Willows
ITV, Fridays 4.25pm.

Nothing succeeds like success nor, it seems, breeds like a winner. Hard on the heels of their BAFTA Award for the Best Children's Programme of 1983, Cosgrove Hall Productions, makers of the original 90-minute animated version of Kenneth Grahame's *The Wind in the Willows*, have now come up with a six-part series of spin-off stories, the first of which is to be transmitted today (April 27).

The 20-minute tales, written by Brian Trueman and Rosemary Anne Sisson who adapted the original film, are all self-contained and based on episodes and ideas from the book. Today's details "The Further Adventures of Toad". Later episodes include a reconstruction of exactly what happened when Toad was kidnapped by a horde of fearsome, leering weasels and

introduce us to Mole's cousin.

Pleasing to report, the new series maintains the standard of the film. The painstaking research into costume, cars, boats, bow-ties and furniture which set everything so exactly in the Edwardian England of 1908 is still apparent in every shot. The minutely detailed animation of the puppets (Toad cost £1,000 to make and wears out a latex rubber face every month or so) is as ingenious as ever; they still wink, blink, twitch their noses and flex their fingers. And best of all, their voices are still supplied by a company of actors including Sir Michael Hordern, David Jason, Richard Pearson and Peter Sallis who has taken over as Ratty. The inimitable Ian Carmichael is the narrator of each story.

The success of the new series is neither difficult to predict nor to explain, and Cosgrove Hall (contrary to what I have previously written, a

subsidiary of Thames Television) are already well into the production of a second, to be screened in the autumn. Critics regularly carp at our national addiction to backward-looking television series such as *Upstairs, Downstairs*, *Brideshead Revisited* and even *The District Nurse*, but they apparently "satisfy a currently-felt need".

The Wind in the Willows might almost be the paradigm of the type. A children's book to begin with, its anthropomorphics take us back to the hot summers of our youth, the days we believe we can remember when we were "messing about in boats", happy in the knowledge that the British Empire would last for ever and that the servants were preparing dinner. Were they tall enough to see over the hedges, Ratty, Mole, Badger and Toad would know that the old clock at Cranchester stood still at ten to three.

Hugh David

4 TELEVISION PROGRAMME RECORDING

Advance Information of Programmes Available For Recording For The Month of May, 1984.

May 1	18.30 Whose Town Is It Anyway?	Fee Code B	May 17	17.15 Years Ahead	Fee Code B
May 2	17.30 Six Great Walks	Fee Code B	May 18	17.30 Six Great Walks	Fee Code B
May 3	20.30 Diverse Reports	Fee Code B	May 19	20.30 Diverse Reports	Fee Code B
May 4	20.00 A Week in Politics	Fee Code B	May 20	20.00 A Week in Politics	Fee Code B
May 5	18.30 Anything We Can Do	Fee Code B	May 21	18.30 Anything We Can Do	Fee Code B
May 6	18.30 Whose Town Is It Anyway?	Fee Code B	May 22	18.30 Whose Town Is It Anyway?	Fee Code B
May 7	17.30 Six Great Walks	Fee Code B	May 23	17.30 Six Great Walks	Fee Code B
May 8	20.30 Diverse Reports	Fee Code B	May 24	20.30 Diverse Reports	Fee Code B
May 9	20.00 A Week in Politics	Fee Code B	May 25	20.00 A Week in Politics	Fee Code B
May 10	18.30 Anything We Can Do	Fee Code B	May 26	18.30 Anything We Can Do	Fee Code B
May 11	18.30 Whose Town Is It Anyway?	Fee Code B	May 27	18.30 Whose Town Is It Anyway?	Fee Code B

A licensing Scheme to enable the recording off-air of TV programmes for Educational and Training purposes. STARTING 1ST MAY 1984
Educational and training institutions, continuing education centres and community groups may register to record designated television programmes transmitted by Channel 4 TV for use for educational, training and study purposes.
Only designated titles may be recorded by those licensed to record. Annual fees are payable for each programme. A Fee Code is shown alongside each title and a fee scale is published by Guild. To Register contact Guild Learning; At the address below:

May 30	17.30 Six Great Walks	Fee Code B	May 31	18.00 What a Picture	Fee Code C
May 31 <td>17.15 Years Ahead <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td></td>	17.15 Years Ahead <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td>	Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td>	May 31 <td>18.00 What a Picture <td>Fee Code C </td></td>	18.00 What a Picture <td>Fee Code C </td>	Fee Code C
May 31 <td>17.30 Six Great Walks <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td></td>	17.30 Six Great Walks <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td>	Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td>	May 31 <td>18.00 What a Picture <td>Fee Code C </td></td>	18.00 What a Picture <td>Fee Code C </td>	Fee Code C
May 31 <td>20.30 Diverse Reports <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td></td>	20.30 Diverse Reports <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td>	Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td>	May 31 <td>18.00 What a Picture <td>Fee Code C </td></td>	18.00 What a Picture <td>Fee Code C </td>	Fee Code C
May 31 <td>20.00 A Week in Politics <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td></td>	20.00 A Week in Politics <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td>	Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td>	May 31 <td>18.00 What a Picture <td>Fee Code C </td></td>	18.00 What a Picture <td>Fee Code C </td>	Fee Code C
May 31 <td>18.30 Anything We Can Do <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td></td>	18.30 Anything We Can Do <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td>	Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td>	May 31 <td>18.00 What a Picture <td>Fee Code C </td></td>	18.00 What a Picture <td>Fee Code C </td>	Fee Code C
May 31 <td>18.30 Whose Town Is It Anyway?</td> <td>Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td></td>	18.30 Whose Town Is It Anyway?	Fee Code B <td>May 31 <td>18.00 What a Picture <td>Fee Code C </td></td></td>	May 31 <td>18.00 What a Picture <td>Fee Code C </td></td>	18.00 What a Picture <td>Fee Code C </td>	Fee Code C

For Synopses see "See 4" and "TV Times". The List of Titles For June will be published in The Times Educational Supplement on 31st May. For More Information Contact

TV Recording Licence, Dept.
GUILD LEARNING
Guild House, Peterborough PE2 9PZ
Telephone (0783) 831122

HEITFORDSHE

**ST CHRISTOPHER
SCHOOL**
Lathwirth, Ill.
104626 79301

One of the country's
re-educational schools
provides an informal,
purposeful and fun
developing community
450 children, aged 2

Required for Sept
1984

**INFANT AND
TEACHERS**

For classes of 9/10
year olds The vaccine
adult enthusiastic, your

Further details for Head, Colin Reid, to applications should be sent as soon as possible to the following address: a full C.V. and addresses and phone numbers of two referees.

GAMBIA AND SIERRA
Primary teachers are
work overseas in teach-
for two years from Au-
For details of terms
tions of service, see 25
Overseas Section.

KENT
COUNTY COUNCIL
EDUCATION DEPT.
GRAVESEND DIVI-
ST. JOHN'S R.C. JU-
SCHOOL

Rocheater Road, Gr
Kent
Required for Septem
Teacher, Scale 1, fo
Juniors. Ability to
throughout the
adventure with
available for a mil
can. Practising Cat
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Rack Street,
Closing date
1984.

PRIMARY SCHOOL
Frindsbury Road, F
Rochester, Kent
Required from
1984 a full-time
in the Junior Depart
Practising Cat
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Applications in
the Headmistress's
office concerning curri
and the Games and
two referees.

DOVER DIVISION
CARTWRIGHT & K
AIDED RIFLES
Dover District Council
Vacancy for Assist

KINGSTON UPON THAMES
LONDON BOROUGH

KINGSTON UPON TILLY
CHRIST CHURCH
PRIMARY SCHOOL
Pine Gardens, Surbiton
T. 01-898 1111
No. on Roll: 213
Teacher for June
for September 1980
offer Boys Games
Capt. Committed C
iered.

Scale 1 punt. L
wallow: £645.
Application for
the Director for
and Records
Kingston upon Tilly
(see please) to be
Mr. J.B. Rutter.

**KINGSTON UPON
THAMES**
ROYAL BOROUGH
KINGSTON UPON
CHRIST CHURCH
PARISH
IN VOLUNTARY
LIKE GROVE, NEW
SURREY KT5 3TW
HEADTEACHER: MISS
OSTWELL
ON ROLL: 200
REQUIRED FOR:
1994-95

1. A teacher (or a special interest group) who is a reception class or committed Christian teacher (Scale 1) to be in a group. Preferably London Allowance Application form available from the Education Officer, Guildhall, King's Thames, Surrey please) to be retired school by Friday 1984. (55038)

KINGSTON UPON THAMES
ROYAL BOROUGH
KINGSTON UPON
CHRIST CHURCH
JUNIOR SCHOOL
Elm Road, New M
Surrey KT3 3HN
Tel: 01-942 2842
No. on Roll: 244
Experienced
atic teacher re
September 1984
YEAR JUNIOR C
mitted Christian
/ Experience
near teachers

Maternity Leave
SECOND YEAR
CLASS to 1984
September 1984.
Scale 1 Posts.
wance 1984.
Application for
posts available
Director of Educa-
tion, Guilding
upon Thomas
(please) to be re-
Headmaster at 1
9th May 1984. 15

[illegible]

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS PRIMARY

Ipplepen County Primary School, Ipplepen, Newton Abbot, TQ12 5QG. (Roll 128)
HEAD TEACHER - GROUP 3 (£9948-£10,974)

Required for January 1985 or earlier if possible. Application forms and further details (s.a.e. please) from Area Education Officer, Oldway, Paignton, TQ3 2TE. Closing date 11 May 1984.

High Bickington Primary (VC) School, High Bickington, Umberleigh, EX37 9AY. (Roll 31)
HEAD TEACHER - GROUP 1 (£9108-£10,137)

Required for January 1985 or earlier if possible. Application forms and further details from the Area Education Officer, Civil Centre, North Walk, Barnstaple EX31 1EG. Closing date 11 May 1984.

* * *

DEPUTY HEADTEACHERS PRIMARY

Compton CE (Controlled) Primary School, Higher Compton Road, Plymouth PL3 5JB (Roll 318)
DEPUTY HEAD - GROUP 5

Required September 1984. Well qualified and experienced teacher with proven leadership experience, who can offer specialist expertise in Mathematics and/or Language Development. Closing date 18 May 1984.

* * *

SCALE POSTS SECONDARY

Penlee Secondary School, Somerset Place, Stoke, Plymouth, PL3 4BH. (Roll 770)
SCALE 4 - HEAD OF MATHEMATICS

Required September 1984. Well qualified and experienced teacher as Head of Mathematics. Closing date 9 May 1984.

Okehampton School and Community College, Mill Road, Okehampton, EX20 1PW (Roll 1298)
SCALE 4 - HEAD OF ENGLISH

Required September 1984. Head of Department with a lively, energetic approach to lead a department of ten in this rural comprehensive school. The post will offer plenty of scope for those wishing to introduce and develop new approaches. Closing date 10 May 1984.

Estover School, Miller Way, Estover, Plymouth PL6 8UN. (Roll 860) (September 1984)
SCALE 3 - HEAD OF CRAFT DESIGN & TECHNOLOGY - READVERTISEMENT

This purpose built comprehensive school opened in 1981 on the north side of the City. The first fourth form will come into existence in September 1984 and the school will grow annually to an 11-18.

An experienced and well qualified teacher, capable of leading a team of committed staff is sought to oversee the continued development of the department. The first examination courses will start in September 1984 and additional accommodation will complete a departmental suite of six specialist rooms based around a central service/store room. Closing date 11 May 1984.

Braunton School and Community College (11-18 Mixed Comprehensive), Barton Lane, Braunton, EX33 2BP. (Roll 811)
(I) SCALE 3 - MODERN LANGUAGES

Required for September 1984. Head of Faculty of Modern Languages (French and German). Ability to contribute to inter-faculty co-operation with English faculty desirable. Closing date 11 May 1984.

(II) SCALE 1 - MATHEMATICS/SCIENCE
Required for September 1984 to teach Mathematics and Science to CSE and O Level. Closing date 11 May 1984.

Bideford School and Community College (11-18 Mixed Comprehensive), Abbotsham Road, Bideford, Devon, EX39 3AR. (Roll 1815)
SCALE 2 - INFORMATION TECHNOLOGY AND COMPUTER STUDIES

Required for September 1984. A qualified, enthusiastic person required to develop and expand work in the field of computing and information technology in this large comprehensive school. Exciting possibilities. Closing date 11 May 1984.

Honiton (11-18 Years Comprehensive) Community College, School Lane, Honiton, EX14 8QW. (Roll 870)
(I) SCALE 2 - MUSIC

Required September 1984 to take charge of music within a thriving Creative Arts Department. Closing date 11 May 1984.

(II) SCALE 2 - HOME ECONOMICS AND CHILD CARE
Required September 1984 to be team leader within the Craft, Design and Technology Department. Closing date 11 May 1984.

Audley Park County Secondary School, Barton Road, Torquay, TQ2 7NU. (Roll 1396)
SCALE 3 - HEAD OF FRENCH

Required for September 1984 a suitably qualified and experienced teacher to lead the teaching of French to O Level and CSE. The post offers an exciting opportunity for an enthusiastic teacher to further the development of the subject throughout the school. Closing date 8 May 1984.

Plymouth School, Church Road, Plymouth, Plymouth, (Roll 1435)
SCALE 3 - HEAD OF MUSIC

Required September 1984. Closing date 9 May 1984.

Exeter, St. Peter's C of E (Aided) 12-18 Years Comprehensive High School, Southam, Exeter. (Roll 1265)
SCALE 2 - ENGLISH (TEMPORARY)

Required September 1984. A teacher with examination experience to O Level preferred. There may be opportunity for a suitable candidate to teach O Level English Literature and to play an active part in the Exeter based AEB Mode 3 O Level English Language course. An interest in media studies would be an advantage. Temporary post for 1 year to cover period of secondment. Closing date 11 May 1984.

Dawlish Comprehensive School, Elm Grove Road, Dawlish EX7 0BY. (Roll 787)
SCALE 2 - FRENCH (TEMPORARY)

Required for September 1984 for one year only to teach French throughout the age and ability range. Ability to teach Spanish would be an advantage. Closing date 18 May 1984.

Holworthy Community College, Victoria Hill, Holworthy, EX22 6JD. (Roll 603)
(I) SCALE 2 - (TEMPORARY)

Required September 1984. Teacher with experience of teaching E.S.N. (N) pupils to take charge of the Special Unit for one year whilst the present teacher is on secondment. Closing date 11 May 1984.

(II) SCALE 1 - RELIGIOUS EDUCATION/HUMANITIES (TEMPORARY)

Required for September 1984. RE teacher for 1 year only (to replace teacher on secondment). To work within the Humanities Faculty, teaching RE throughout the school to CSE/O Level. Candidates will be expected to work with a team of teachers on an integrated 1st Year Humanities course and offer help towards the PSM team in the Upper Part of the School. Closing date 11 May 1984.

(III) SCALE 1 - PHYSICS/INTEGRATED SCIENCE/MATHS

Required for September 1984. The person needed is one who is prepared to work as part of a team and is interested in the development of integrated science throughout the school. An interest in electronics/technology welcome. Closing date 11 May 1984.

King Edward VI College, Totnes, TQ9 5JX. (Roll 1681)
SCALE 1 - FRENCH/GERMAN

Required for September 1984. A well qualified and experienced teacher capable of teaching French and German up to O Level. Candidates should have proven ability to teach students of all ages and abilities. Closing date 9 May 1984.

Exeter St. Thomas (12-18 Years Comprehensive) High School, Hatherleigh Road, Exeter, EX2 8JU. (Roll 1207)
SCALE 1 - SCIENCE

Required September 1984. Integrated science is taught throughout the school. Assessments are undertaken under O Level, CSE, City & Guilds regulations. The school has been involved with the T.V.E.I. scheme since September 1983. Closing date 8 May 1984.

Paignton College, Waterleaf Road, Paignton, TQ3 3UG. (Roll 1460)
(I) SCALE 2 - MUSIC

Required for September 1984 to teach music mainly on lower school site (11-13 years). There is a thriving musical tradition in the school, concert band, smaller musical groups; alternate biennial concerts and musicals. Closing date 9 May 1984.

(II) SCALE 1 - PHYSICAL EDUCATION
Required for September 1984 to teach Physical Education to boys mainly on upper school site (13-16 years). Closing date 9 May 1984.

(III) SCALE 1 - FRENCH
Required for September 1984 to teach French to pupils mainly on lower school site (11-13 years). Closing date 9 May 1984.

(IV) SCALE 1 - HOME ECONOMICS
Required for September 1984 to teach Home Economics on the lower school site (11-13 years). Please state other subjects offered. Closing date 9 May 1984.

(V) SCALE 1 - HOME ECONOMICS (TEMPORARY)
Required for September 1984 to teach pupils on upper school site to all abilities up to and including O Level (13-16 years). Please state other subjects offered. Closing date 9 May 1984.

Torquay Audley Park County Secondary School, Barton Road, Torquay, TQ2 7EL. (Roll 1398)
(I) SCALE 1 - HISTORY (TEMPORARY)

Required for one year from September 1984. A teacher of History to CSE level. Able to offer a small commitment to English. Closing date 8 May 1984.

(II) SCALE 1 - MATHEMATICS (TEMPORARY)
Required for one year from September 1984. A teacher of Mathematics to CSE level. Able to offer a small commitment to lower school science. Closing date 8 May 1984.

Crediton Queen Elizabeth's (11-18 Years Comprehensive) School, Crediton, Devon (Roll 1682)
(I) SCALE 1 - SPECIAL NEEDS

Required September 1984 to assist with withdrawal work offering literacy skills to small groups of children, mainly in 11-14 age range. Temporary post for one year to cover secondment. Closing date 11 May 1984.

(II) SCALE 1 - GIRLS PHYSICAL EDUCATION
Required September 1984 to contribute to all branches of the subject, including Dance. Temporary post for one year to cover secondment. Closing date 11 May 1984.

(III) SCALE 1 - MODERN LANGUAGES
Required September 1984 for French or German, or in combination. Candidates should be capable of teaching to A Level. Closing date 11 May 1984.

(IV) SCALE 1 - HOME ECONOMICS
Required September 1984. The Department is developing new combined courses. Mainly lower school. Closing date 11 May 1984.

(V) SCALE 1 - SCIENCE
Required September 1984 a specialist in either physical or biological sciences capable of teaching to A Level. New combined course in lower school. Closing date 11 May 1984.

Exeter, The Priory (12-18 Years Comprehensive) High School, Earl Richards Road South, Exeter EX2 6AP. (Roll 750)
SCALE 2 - GEOGRAPHY SCHOOLS COUNCIL 14-18 PROJECT

Required September 1984 to be Head of Subject with responsibility for lower school two year courses, and upper school work which leads to 14-18 Geography O Level and CSE. A very high Geography (GYSL) and a Farming and Countryside course are also offered for the less able. Closing date 11 May 1984.

Clyst Vale (11-18 Years Comprehensive) Community College, Station Road, Broadclyst, Exeter (Roll 780)
(I) SCALE 2 - MUSIC

Required September 1984 to be responsible for the development of music within a Faculty of Physical Education and Performing Arts. Post 16 Education begins in September and music is to be accommodated in a new purpose built suite. Closing date 11 May 1984.

(II) SCALE 2 - BIOLOGICAL SCIENCES
Required September 1984 to teach across the whole age and ability range. Applicants should be committed to integrated science (11-16) and, as the post involves responsibility for post 16 courses in Biological Sciences from September 1984, A Level teaching experience is essential. Closing date 11 May 1984.

(III) SCALE 1 - PHYSICS/TECHNOLOGY
Required September 1984 to teach across CDT and science contributing initially to Physics, Modular Technology and craft courses, and contributing to the development and teaching of integrated science and CDT courses, ability to offer physics and advanced level is essential. Closing date 11 May 1984.

Uffculme (11-18 Years) Comprehensive School, Chapel Hill, Uffculme, Cullompton, EX15 3AG. (Roll 695)
SCALE 1 - ENGLISH

Required September 1984 or earlier if possible to teach to O Level. An interest in Drama will be an advantage. Closing date 9 May 1984.

Sidmouth (11-18 Comprehensive & Community) College, Primley Road, Sidmouth, EX10 9LG. (Roll 860)
SCALE 1 - HISTORY/ECONOMICS

Required September 1984. Ability to teach both subjects at all levels to A Level essential, and willingness to contribute to extra-curricular activities, particularly games. Closing date 11 May 1984.

Egguckland School, Westcott Close, Egguckland, Plymouth, PL6 5YB. (Roll 1320)
SCALE 1 - HISTORY

Required September 1984 a good honours graduate to teach History across the curriculum and to advanced and university entrance levels. The successful candidate will be expected to prepare printed and other materials and will be familiar with handling multi-media resources in a mixed ability situation. Closing date 9 May 1984.

Lipson Comprehensive, Lipson, Plymouth (Roll 250) (First Intake in September 1984)
SCALE 1 - FRENCH

Required September 1984 a graduate teacher to teach across the age and ability range to at least O Level. Teaching in the lower school will be in mixed ability groups. Applicants should be in sympathy with recent developments in language teaching especially the communicative approach and graded testing. Application forms and further details available from the Head Teacher, Lipson Comprehensive School, c/o Salisbury Road Junior School, Salisbury Road, Plymouth. Closing date 9 May 1984.

The Park School (11-18 Mixed Comprehensive) Park Lane, Barnstaple EX32 8AX. (Roll 865)
(I) SCALE 1 - FRENCH

Required for September 1984 to teach to CSE and O Level. Candidates should state clearly the second subject they can offer. Closing date 11 May 1984.

(II) SCALE 1 - MUSIC
Required for September 1984 to teach music and assist with musical events. There is a strong orchestra and choir society in school. Candidates should state clearly the second subject they can offer. Closing date 11 May 1984.

Pilton School & Community College (11-18 Mixed Comprehensive), Chaddiford Lane, Barnstaple, EX31 1RB. (Roll 1334)
(I) SCALE 1 - ENGLISH

Required for September 1984 to teach across the full age and ability range to CSE and O Level, with some lower school French. English language and literature are integrated throughout the course. Closing date 11 May 1984.

Exeter St. Nicholas RC (8-12 Years) Combined School, Matford Lane, Exeter, EX2 4PS. (Roll 355)
(I) SCALE 2 - MATHEMATICS AND SCIENCE

Required September 1984 to be co-ordinator for Maths and Science. Applicants must be practising Roman Catholics. Catholic teachers Certificate an advantage. Application forms and further information (s.a.e. please) from Correspondent Governor c/o the school. Closing date 11 May 1984.

(II) SCALE 1 - GENERAL SUBJECTS
Required September 1984. Applicants must be practising Roman Catholics. Catholic Teachers Certificate an advantage. Application forms and further information (s.a.e. please) from Correspondent Governor c/o the school. Closing date 11 May 1984.

Axminster St. Marys RC (Aided) Primary School, Lyme Road, Axminster, Devon (Roll 81)
SCALE 1

Required September 1984 to teach lower Juniors. Catholic Teachers Certificate desirable, music ability an asset. Application forms (s.a.e. please) from Canon D. B. Haslehurst, The Presbytery, Lyme Road, Axminster, EX13 5BB. Closing date 11 May 1984.

Exeter St. Nicholas RC (8-12 Years) Combined School, Matford Lane, Exeter, EX2 4PS. (Roll 355)
(I) SCALE 2 - MATHEMATICS AND SCIENCE

Required September 1984 to be co-ordinator for Maths and Science. Applicants must be practising Roman Catholics. Catholic teachers Certificate an advantage. Application forms and further information (s.a.e. please) from Correspondent Governor c/o the school. Closing date 11 May 1984.

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**SECONDARY
COMPUTER STUDIES**
continued

**HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT**

DAVID LISTER HIGH SCHOOL
Full-time comprehensive mixed upper school, 13-18 years. Headmaster: R. O. Barton. 1984. An enthusiastic, resourceful teacher of COMPUTER STUDIES, preferably 'O' level and eventually 'A' level teaching. A range of second subjects would be acceptable. Letters of application, together with curriculum vitae and names and addresses of two referees to: The Headmaster, The Priory School, Minster Road, Middlesbrough, Teesside, Cleveland, YO21 2JQ. (004131)

**MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE**

TEACHING VALLEY DISTRICT
LEWIS GIRLS' COMPREHENSIVE SCHOOL. A mixed comprehensive school, 11-18 years. Headmaster: Mr. R. J. Davies. 1984. An enthusiastic, resourceful teacher of COMPUTER STUDIES, preferably 'O' level and eventually 'A' level teaching. A range of second subjects would be acceptable. Letters of application, together with curriculum vitae and names and addresses of two referees to: The Headmaster, The Priory School, Minster Road, Middlesbrough, Teesside, Cleveland, YO21 2JQ. (004131)

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Full-time comprehensive mixed upper school, 13-18 years. Headmaster: R. O. Barton. 1984. An enthusiastic, resourceful teacher of COMPUTER STUDIES, preferably 'O' level and eventually 'A' level teaching. A range of second subjects would be acceptable. Letters of application, together with curriculum vitae and names and addresses of two referees to: The Headmaster, The Priory School, Minster Road, Middlesbrough, Teesside, Cleveland, YO21 2JQ. (004131)

**MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE**

TEACHING VALLEY DISTRICT
LEWIS GIRLS' COMPREHENSIVE SCHOOL. A mixed comprehensive school, 11-18 years. Headmaster: Mr. R. J. Davies. 1984. An enthusiastic, resourceful teacher of COMPUTER STUDIES, preferably 'O' level and eventually 'A' level teaching. A range of second subjects would be acceptable. Letters of application, together with curriculum vitae and names and addresses of two referees to: The Headmaster, The Priory School, Minster Road, Middlesbrough, Teesside, Cleveland, YO21 2JQ. (004131)

**HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT**

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Full-time comprehensive mixed upper school, 13-18 years. Headmaster: R. O. Barton. 1984. An enthusiastic, resourceful teacher of COMPUTER STUDIES, preferably 'O' level and eventually 'A' level teaching. A range of second subjects would be acceptable. Letters of application, together with curriculum vitae and names and addresses of two referees to: The Headmaster, The Priory School, Minster Road, Middlesbrough, Teesside, Cleveland, YO21 2JQ. (004131)

**OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT**

ST. MARY'S SCHOOL
Full-time comprehensive mixed upper school, 13-18 years. Headmaster: R. O. Barton. 1984. An enthusiastic, resourceful teacher of COMPUTER STUDIES, preferably 'O' level and eventually 'A' level teaching. A range of second subjects would be acceptable. Letters of application, together with curriculum vitae and names and addresses of two referees to: The Headmaster, The Priory School, Minster Road, Middlesbrough, Teesside, Cleveland, YO21 2JQ. (004131)

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Secondary Vacancies

- 1. Music**
(experience with brass bands preferred) Scale 2
Creswell Park School, Sheffield Road, Creswell, Worksop B80
080 (11-18 NOR 460)
- 2. Head of Computer Studies**
(experience with microcomputers, previous applicants need not re-apply) Scale 2
New Mills School, New Mills, Stockport, Cheshire SK12 4NR (11-18 NOR 1074)
- 3. Resident House Tutor for Boarding House**
(with responsibility for pupils (R.E. teacher preferred). Scale 1 plus residential allowance £1,416 pa
Queen Elizabeth School, The Green Road, Ashbourne, Derbyshire DE6
1EP (11-18 NOR 1,140)
- 4. Music**
(school work an advantage) Scale 1
Glenn School, Boulton Lane, Clowes, Chesterfield S43 4QG (11-18 NOR 1,640)
- 5. Physics**
Scale 1
Chellaston School, Swarkestone Road, Chellaston, Derby DE7 1UA
(11-18 NOR 539)
- 6. Physics**
Scale 1
Glossop School, Talbot Road, Glossop, Derbyshire SK13 9QR
- 7. Economics**
Scale 1
Glossop School, Talbot Road, Glossop, Derbyshire SK13 9QR
- 8. Art/Graphic Design**
Scale 1
Pingle School, Condon Lane, Swadlow, Burton-on-Trent DE11
071 (11-18 NOR 1,022)
- Application forms and further details (a.s.p.) from the Head Teachers, to be returned as soon as possible.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER

DERBYSHIRE
County Council

- Craft - Scale 1**
Hole School, Wheeler Street, Birmingham B19 2EP.
Tel: 01 523 7321.
Required for Summer Term teacher of Craft with a Woodwork bias. Temporary post for one term only.
- German - Scale 1/2**
Handsworth Grammar School for Boys, Grove Lane, Birmingham B21 2ET.
Tel: 01 554 2784.
Required for September 1984 a Modern Languages graduate to teach mainly German throughout the School to Advanced Level. Ability to assist with German would be an advantage.
- Commerce/Typewriting - Scale 1/2**
Lee Mason C.E. School, Bell Barn Road, Birmingham B15 2AF.
Tel: 01 622 4832.
Teacher to be responsible for Commerce, Typewriting and allied subjects. Scale 2 post available for suitably qualified applicant. Required for September 1984.
- Senior Teacher**
Nineslides School, Hatfield Crescent, Birmingham B27 7QJ.
Tel: 01 778 1311.
A suitably qualified and experienced teacher is required to coordinate this School's response to the 1981 Education Act. This vacancy has been created by promotion of present holder to a Deputy Headship. This will entail:
1. To promote an awareness of the Act in relation to all pupils.
2. To lead a team of departmental staff who will enhance present work and develop new courses for those pupils unlikely to achieve an academic level commensurate with grade 4/5 C.S.E.
3. Co-ordinate the statementing procedure within the School, linking this with the development of pupil profiling.
4. To develop courses designed to attract the more able pupil.
5. To be responsible for co-ordinating the level of material used in all subject areas, to ensure that pupils are being given work related to their ability.
- Further details relating to the job specification and details of the school, which includes a Special Education Unit, may be obtained from the Head Teacher. Closing date 9th May, 1984.
- Business Studies, Biology - Scale 1 Posts**
Moseley School, Wake Green Road, Birmingham B13 8UY.
Tel: 01 778 1141.
1) Teacher of Business Studies - to teach Commerce, Accounts and Economics at least to 'O' level and the latter preferably to 'A' level. This is a new and forward-looking department.
2) Teacher of Biology - to all abilities and all levels including 'A' level. The department is large, successful and dynamic.
Required for September 1984.
Closing date 9th May, 1984.
- Drama - Scale 2**
Perry Common School, Faulkners Farm Drive, Erdington, Birmingham B25 7XP.
Tel: 01 378 1927.
Teacher in charge of Drama.
- Home Economics - Scale 1**
Princes Hill School, Shannon Road, Birmingham B38 9DE.
Tel: 01 522 6144.
Required September 1984 teacher for Home Economics including TVEI work. Very well equipped Home Economics Suite.
- Art/Commercial Subjects - Scale 1 Posts**
St. Edmunds School, Sutton Road, Birmingham B26 5TA.
Tel: 01 382 6144.
1) Teacher of Art required for September 1984. Successful candidates will be required to sign C.E.C. contract. Permanent.
2) Teacher of Commercial Subjects required for September 1984, and commerce. Successful candidates will be required to sign C.E.C. contract. Permanent.
Application forms and details from Correspondent Governor at the school.
- Home Economics - Scale 1**
Byre Park School, Gressel Lane, Birmingham B35 6UF.
Tel: 01 778 6757.
Teacher of Home Economics required for Easter 1984. Mainly Cookery and Child Care, although some needlework teaching could be available.
Unless otherwise stated application forms and further particulars are available from the School concerned enclosing SAE.

BIRMINGHAM
CITY COUNCIL

BRANDYARD CDT
continued

DERBYSHIRE

HIGH KARINDON RC COMPREHENSIVE SCHOOL
(11-18 NOR 460)
Head, Residing RG3
SEF Berks.
Required for September 1984, qualified teacher of Craft & Design Technology. The successful applicant would be responsible for the design and construction of traditional skills of woodwork, metalwork and also have technical drawing and also have a willingness to make a contribution to the school's development. Includes a design manufacture element. This post should be attractive to a forward looking, enthusiastic teacher who wishes to be involved in curriculum development within the growing school. Scale 1 for suitable candidate.
Closing date 14th May 1984.
AN EQUAL OPPORTUNITY EMPLOYER (00133) 132120

BUCKINGHAMSHIRE

WYCOMBE AREA
WYCOMBE BORLASE'S SCHOOL
WYCOMBE, Bucks.
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 0494 51100.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
Remuneration of removal and estate agents fees (maximum payment £500) plus housing allowance of £120 per annum. Removals payable in approved cases. Payable in approved cases. Payable in approved cases.
Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

ESSEX

CLACTON COUNTY HIGH SCHOOL
Clacton-on-Sea
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 02061 42466.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
Remuneration of removal and estate agents fees (maximum payment £500) plus housing allowance of £120 per annum. Removals payable in approved cases. Payable in approved cases. Payable in approved cases.
Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

HAMPSHIRE

TESTOURNE SCHOOL
Testbourne, Dorset
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 01258 100420.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
Remuneration of removal and estate agents fees (maximum payment £500) plus housing allowance of £120 per annum. Removals payable in approved cases. Payable in approved cases. Payable in approved cases.
Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

POWYS

YSGOL BRO DDI
Ysgol Bro Ddi, Powys
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 01653 42466.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
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Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

WIRRAL

WIRRAL METROPOLITAN BOROUGH OF WIRRAL MOLES SCHOOL
WIRRAL, Merseyside
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 0191 378 1927.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
Remuneration of removal and estate agents fees (maximum payment £500) plus housing allowance of £120 per annum. Removals payable in approved cases. Payable in approved cases. Payable in approved cases.
Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

SUFFOLK

STANTON HILL SCHOOL
Stanton Hill, Suffolk
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 01473 100420.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
Remuneration of removal and estate agents fees (maximum payment £500) plus housing allowance of £120 per annum. Removals payable in approved cases. Payable in approved cases. Payable in approved cases.
Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

SURREY

WINDHILL SCHOOL
Windhill, Surrey
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 01883 100420.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
Remuneration of removal and estate agents fees (maximum payment £500) plus housing allowance of £120 per annum. Removals payable in approved cases. Payable in approved cases. Payable in approved cases.
Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

SUSSEX

THORPE BAY HIGH SCHOOL
Thorpe Bay, Sussex
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 01323 100420.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
Remuneration of removal and estate agents fees (maximum payment £500) plus housing allowance of £120 per annum. Removals payable in approved cases. Payable in approved cases. Payable in approved cases.
Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

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BARKING AND
DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 0181 378 1927.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
Remuneration of removal and estate agents fees (maximum payment £500) plus housing allowance of £120 per annum. Removals payable in approved cases. Payable in approved cases. Payable in approved cases.
Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

BARNET

FINCHLEY CATHOLIC HIGH SCHOOL
Finchley, London N12
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 0181 378 1927.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
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Application forms and details available from the Head Teacher, enclosing SAE. Closing date 9th May 1984. (155650) 132130

BUCKINGHAMSHIRE

WYCOMBE BORLASE'S SCHOOL
Wycombe, Bucks.
Head, Mr. J. J. M. Smith, J.P., M.A.
Tel: 0494 51100.
Required for September 1984, Design and Technology teacher to introduce this subject into the curriculum. New workbooks about to be completed. Scale 2 post.
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Tel: 0494 51

... better than
cure continued

When Neil Wilson, a physical education teacher who is head of PSE at Newall Green, first came to Manchester nearly four years ago, he was head of a personal development department in another comprehensive school. There drug education was optional in the fourth and fifth years, and he says: "It used to be for the underachievers. Now it is something that all kids are doing. After all, kids who leave school and go to university or college are also going to come under the drug menace."

Over the years, he has developed his own drug education programme using materials such as TACADE's *Free to Choose* alongside Schools Council material which explores the area as part of an integrated health education course. He also uses films, videos and magazines and newspapers cuttings - often brought in by pupils.

Again, the emphasis is on teaching methods and he tries to "pick up cues from the kids". He develops role-playing situations, asks questions, breaks down barriers - against a background of factual information including descriptions of drugs and articles discussing their effects.

"You have to establish a position of trust, not only as an effective communicator but also as an effective listener. What kids need to do is talk about the problem, not necessarily as it relates to themselves but as it also relates to other people," he says.

In one third-year lesson on solvent abuse, for example, a third of a class of 32 pupils admitted to having known friends who had sniffed. One told a story of an accident involving solvent abuse which led to a friend being taken to hospital, and another, when asked what it might lead to, said "heroin". He believes that in another year or so when "kids are used to talking about these issues, they may come out and talk when they've got a problem". It is

this kind of openness which has its own dilemma - and recently when Mr Wilson asked the police to come into the school and discuss the legal aspects of drugs, they refused. They indicated they were afraid that one of the pupils might admit to some kind of drug use, and they would be duty-bound to investigate.

Many teachers fear their own inadequacies when handling these and other issues which may arise out of drug education. One says: "If we're going to teach about drugs, we've got to have some degree of training and some degree of sympathy as well - the trouble is that we're all laymen."

Another, who has recently started at Newall Green, is concerned about her ability to handle discussion groups and the informal approach which, she believes, is necessary to develop the pupils' most important thing is to make sure they keep talking to you - and that only comes when you know the kids."

Health education adviser, Jane

Jenks, who along with a network of five other advisers, goes into schools in the Inner London Education Authority to advise on health curricula, adds a cautionary note to teachers about looking at drugs as a topic rather than as part of an integrated programme.

She says: "Undoubtedly, there are things which children experiment with that put them at risk. The question is at what point does that become part of the curriculum? If there are two children in a class glue-sniffing, do you have lessons about glue-sniffing or deal with it on a one to one basis? There is a tendency sometimes to mismatch the real issues for the whole of the class with what the teacher thinks are the problems."

Yet other authorities - such as Salford - are taking up drug education as an issue. Following concern voiced by parents about their children taking drugs, the authority has just invested £20,000 in the area. Teachers from all its schools and colleges as well as youth

workers are being sent on in-service training courses run by TACADE, pamphlets are being sent to parents and a mobile advice unit is being set up by the social services.

This is probably one of the biggest comprehensive programmes by a local authority in this country but all the same, they are guarded about the reasons behind such a blanket approach.

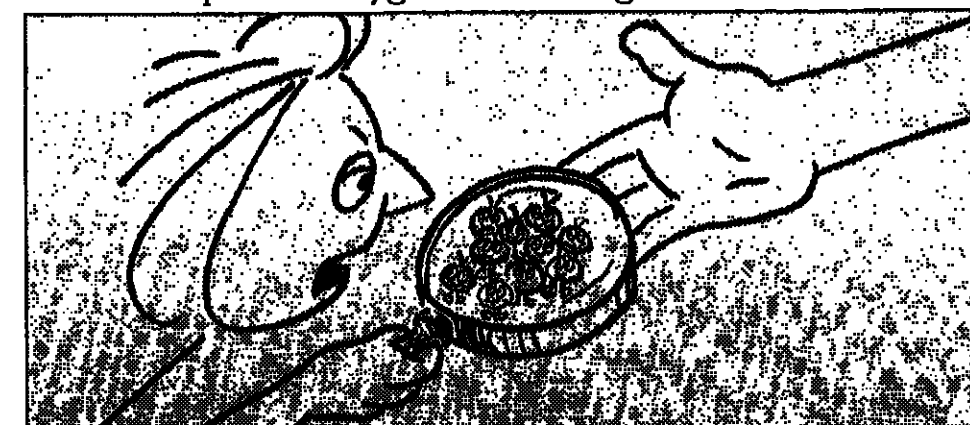
As one of Salford's health education advisers explains: "There is general concern about the drug problem among young people but ours is a preventive measure, not a crisis response." And in her official stance lies the dilemma - between acknowledging a problem and trying not to let it give schools in an area a bad name.

Institute for the Study of Drug Dependence, Kingsbury House, 2 Blackburn Road, London NW6 1AX; telephone 01 338 5541/2. TACADE, 2 Mount Street, Manchester M2 5NG; telephone 061 834 7210.

Films and videos available to teachers on free loan.

PERSONAL HYGIENE

Some of your bits ain't nice! A 10-minute animated cartoon on personal hygiene for teenagers.



ALCOHOL TRIGGER FILMS

In the middle (7 mins.) 14-year old Kanay finds himself caught between the wishes of his parents and the urgings of his friends.



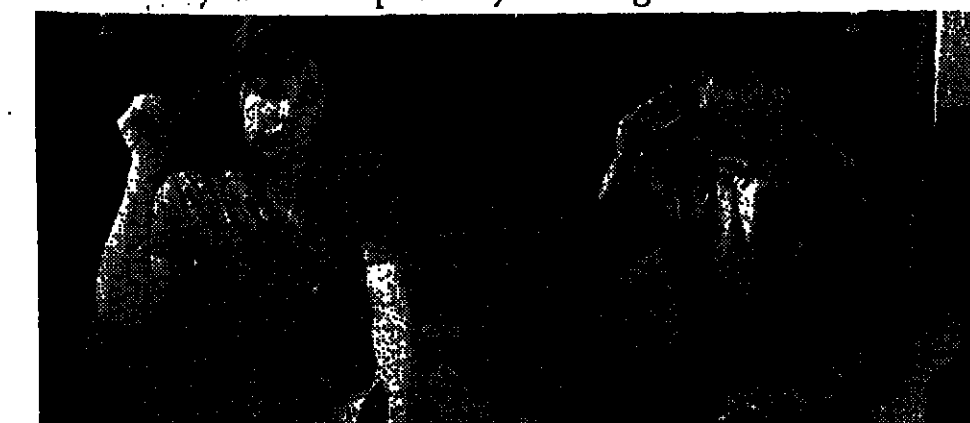
Losing out (10 mins.) The causes and consequences of a simple accident are explored. Was alcohol to blame?

Happy birthday (8 mins.) Tension mounts during what is supposed to be a happy family meal to celebrate father's birthday. Each member of the family thinks and behaves differently where alcohol is concerned.

Rules of the game (20 mins.) A highly innovative film in which a mime artist offers his interpretation of various 'guidelines' for drinking.

Rounds (7 mins.) Tom finds himself caught up in round-buying. As more people join the group, he is increasingly aware that he is losing control of the situation.

It's up to you (5 mins.) Sue is enjoying a quiet drink in a pub, having decided not to drink and drive. But this decision is suddenly and unexpectedly challenged.



DENTAL HEALTH TRIGGER FILMS

What will you have? (11 mins.) Follows three teenage children of one family through a single 'eating day' at home and at school.

Do you know what you're eating? (9 mins.) A film about 'hidden' sugar.

Teeth - who cares? (7 mins.) A free-ranging discussion by sixth formers about their attitudes towards teeth and the care of teeth.

Sweet persuasion (5 mins.) A dramatised roleplay about family conflicts surrounding a 4-year-old's sweet supply.

Further information and suggestions for use are contained in the Notes for Film Users. These are available with the films or separately (see coupon). The films are available on free loan in 16mm and video formats from:

Concord Films Council Limited, 201 Felixstowe Road, Ipswich IP3 9BJ. Tel: (0473) 76012/715754 or,

CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN. Tel: (02407) 4433.

Health Education Council Resources Centre, where teachers can • preview many health education films and videos • view both BBC and ITV educational broadcasts • look at major health education curriculum projects • make an appointment with our Resources Adviser to discuss specific requests • use our library.

Your local health education unit may be able to help with advice and resources.

If you cannot find your local unit, please telephone Dianne Yeomans on 01-637 1881 Ext. 238.



Please use this coupon to send off for further information.

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1. Notes for Film Users:

Some of your bits ain't nice! ☐

Dental health trigger films ☐

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2. Resources Centre leaflet ☐

3. HEC Films and Videos for Health Education (leaflet) ☐

4. Bibliography 'Health Education in Schools' ☐

5. Publications Catalogue ☐

6. Leaflets on Curriculum Projects:

HEC 'My Body' Project ☐

Schools Council/HEC ☐

Fit for Life Project ☐

Schools Council/HEC Health ☐

Education 5-13 Project ☐

Lancashire LEA/HEC ☐

Active Tutorial Work ☐

Development Project ☐

HEC/TACADE Alcohol ☐

Education Syllabus ☐

Send to: Health Education Council, Resources Centre, 78 New Oxford Street, London WC1A 1AH.

Serious diagnosis

Phillip Williams takes a critical look at health and education

The push for health education has largely come from those interested in preventing disease and disability. Calls for prevention have come from as diverse groups as royal colleges of medicine, and rational politicians. The Health Education Council is handsomely funded. Health education officers abound. Agencies and organizations are plentiful. Projects proliferate, resources multiply, rhetoric continues. The emphasis is on individuals and individual freedom to decide on a lifestyle conducive to health.

But little push for health education has come from education circles. Certainly, at school level, the emphasis is still very much on the three Rs. Crowded curricula, low concern for the school role in health education by authorities, principals and staff; an

emphasis on job skills as opposed to life skills and structures (schools) which depersonalize students and categorize "learning" into subjects, make effective education about health an almost impossible task.

Primary school health education is often incidental and an afterthought. Few schools have a written policy about health, let alone health education. Teachers are not trained effectively to teach about health matters; head teachers may agree it is an important area, but are unable to organize an effective strategy for it to be taught.

Secondary schools may have something called Personal and Social Development; Design for Living; Personal Education and Guidance; Pastoral Education, etc. in which they claim health takes place. They may "do"

drugs in a three-week block (one period/week) - followed by a visit from the health visitor to show slides about infectious disease. Then a lesson on sex education (usually contraception). Where is the education in that?

Although many teachers are committed to health education, they are constrained by timetables, lack of structure, organization and coordination; lack of direction and lack of support from colleagues, administration and county education authorities.

If health education in schools is to become viable, visible and an integral part of young people's education, then education authorities and personnel, schools and school curricula, policies and programmes need drastic surgery and reconstruction.

If prevention of health problems is to become realistic, then government action (at all levels) is also necessary. This action should be aimed at curbing the forces which shape our behaviour and environmental factors which directly cause ill-health to humans. Provision of adequate health and social services for all communities is a government responsibility.

Government inaction may be responsible for more ill-health than individual reluctance to change. Historically, most improvements in public health have resulted from social and environmental reform. Why change now? An educated public facilitates reform, but government action is also necessary.

Public education about wearing seat belts needed legislation to effect the change required. (How does one justify adults buckling up in the front seat to leave children to be thrown about in the back during an accident?) Public education about smoking has been backed by curbs on advertising and incremental price rises. As more and more evidence emerges about the health risks of certain types of behaviour and products, then more government (institutional) backing will be required with education, to effect change.

Health education, then, should be a part of an overall campaign to promote health. Health promotion is not run on education alone, particularly education which concentrates on individual patterns of behaviour. Health promotion needs to address some of the underlying social and environmental determinants which influence health.

The provision of accurate, unbiased and complete information; an understanding and clarification of attitudes and the teaching of skills relevant to making decisions about health-related behaviour can be taught in a school situation. The school community (governors, parents, teachers and pupils) need to address the school's role regarding health education. Policies and plans need to be designed and the implementation of a structured and coordinated curriculum can then begin. The local education authority needs to provide guidelines and direction.

Until we have such policies, school health education will continue to flounder, despite all the money and the projects being provided by the preventive health push. It will continue to be poorly organized and poorly taught.

Phillip Williams is on exchange from the South Australian College of Advanced Education, working at Chelmer Institute of Higher Education as a lecturer and adviser in health education.

Dancercise

The goal is an artistic route to fitness
Report by Marsha Hanlon

Dancercise has been around for 15 years, since ex-dancer Phyllis Morgan began offering classes at a church hall in Richmond. Adapting dancers' exercises for the amateur's body, she also combined slow and fast movements into choreographed routines that drew on ballet, jazz and modern dance, yoga and, latterly, disco.

Avoiding the repetitive nature of most dance classes and the ungainly postures of keep-fit, her goal was "an artistic route to fitness" that would encourage students to feel proud of their bodies.

As Dancercise expanded to other studios around London and Surrey, Ms Morgan trained more professional dancers in her system. Instructors learned anatomy and physiology, classes were kept small and a term-length course was arranged at a time to increase achievement at each session.

With the advent of the body boom, where unqualified instructors subject students to the risk of serious injury, the emphasis that Dancercise places on "a safe route to fitness" became more significant.

A few years ago, the general inspector of PE in Ealing invited Dancercise to run a six-week training session for teachers. The success of the course gave Phyllis Morgan the idea of introducing Dancercise itself into the schools. Already there was a Dancercise Dispatch programme to the workplace, offering lunchtime sessions for desk-bound office staff in their conference room or cafeteria.

Using the same introductory format, she offered schools a demonstration by the Dancercise advanced workshop and a free sample class. Few schools, she knew, would be able to fund the course: schoolchildren would have to be enthusiastic enough to pay £1 per session for a course of perhaps 10 weeks.

The glamour of the demonstration team in their Lycra catsuits is a popular selling point. "The kids like the idea of putting on shiny leotards and prancing around," admits the Dancercise administrator, herself a former teacher. "And the system is designed to make them feel they're dancing rather than exercising."

Jane Herbert heard good reports from other schools so asked Dancercise to send an instructor to Rowan High School in Streatham Vale. "We do quite a bit of dance here," she says, "but it's the traditional Laban type where children are expected to invent their own dances."

"Laban is great for the creative ones, or even those with a background of country dancing, but it can be a waste of time for many kids." Pupils who haven't done much dance get more out of Dancercise, she finds, because being taught formal routines gives them the necessary basis for creating their own.

Sixth formers at Rowan now work out their own routines for demonstrations, and several of last year's students have gone on to dance or keep-fit classes out of school.

Dancercise instructors find that school classes are more demanding than adult sessions. "The children

have so much energy, their bodies are so supple and they pick things up so quickly that I'm using intermediate instead of beginners' routines," says one. "They want a new routine each week, although they show more improvement by repeating last week's, and I have to talk them into doing the slow movements."

A Dancercise spin-off is the development of critical faculties, as students offer considered comments on dancers and routines they see on television. With their interest in dance heightened, some may even progress to going to ballet and other dance performances.

Another benefit is psychological. "Dance is especially popular with girls of 13 and 14, the age when they're most self-conscious," says Jane Herbert. "With Dancercise, they get used to using their bodies. They become more comfortable and confident about themselves. And Dancercise is so good for the spine that their posture, often very bad, improves."

"It's amazing how much more coordinated they are by the end of term," adds Jackie Thompson. At Hillcross, Middle School in Morden where Dancercise has been going for five terms, she also finds that it's fourth year pupils who are most keen. The school is one of a dozen or so in the London area to include Dancercise as a games option or after-school activity. A few boys have joined, she notes, and interest is picking up. Girls, though, she says, are more prepared to work hard, while boys want instant results.

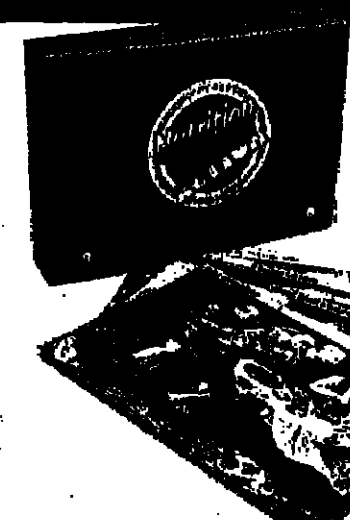
Teachers who joined the class at all-girls Rowan High School were initially more self-conscious than their students. But the children enjoy talking lessons with their teachers, she finds, and it's led to a matinee, clubby atmosphere between them.

At Hillcross, students were asked to write essays about Dancercise. "At first I felt a bit daft but by the end of the lesson I didn't feel daft at all," wrote one. "When the teacher was warming up," echoed another, "I felt I was really rubbish at dancing. Then when she put the music on I started to feel the part and so far I have really enjoyed the classes."

Dancercise, The Barge Durban, Lion Wharf, Old Isleworth, Middx. Telephone 01-560 3300; 568 1751.



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Courses in Personal Relationships and Sex Education for Teachers and Health Educators

In July 1984 the FPA Education Unit will be holding five courses in the following centres: Birmingham, Cardiff, Exeter, Sheffield and London.

For details of these courses and information about resources contact the Education Unit, 27-35 Mortimer Street, London W1N 7RL. (Tel: 01-431 0655).



Funded by the NEC the film/video "Health Education in Primary Schools", being made at the University of Southampton shows how five schools tackle the subject

Recovering lost ground

Trefor Williams and Jean Roberts introduce the HEC Project: "Health education in initial teacher education"

The history of school health education is synonymous with the development of state education and grew out of a public concern for the health, well-being and care of the nation's children.

Out of this grew the school health service, the development of physical education, home economics and a long succession of recommendations for the teaching of health by the then Board of Education, the traditions of which are carried on today by the Department of Education and Science.

What was carried out in schools had implications for the training of teachers and the curricula of the training colleges all contained, until comparatively recent years, a small yet significant element of "health". By the 1960s however, and as a consequence of the changes that were occurring in

teacher education itself "health" became a minority interest and no longer figured as an important element in the majority of teacher education institutions.

Paradoxically, this decline coincided with a gradual but definite resurgence of health education in schools. This reawakening stimulated several curriculum development projects in the 70s and prompted many I.E.S.s and other agencies to reconsider health education needs. It was against such a background that the Health Education Unit, University of Southampton, to conduct a research and development project related to health education in initial teacher education.

The impression of a resurgence was confirmed by a 12% per cent random

sample survey questionnaire of state schools (primary and secondary) in England and Wales during 1981 and 1982. The response was good (75 per cent) and the respondents were mostly heads (86 per cent) or senior teachers who had completed the questionnaire with considerable help from their staff.

Important points to emerge were:

- Over 90 per cent of schools teach or have plans to teach health education
- Over 90 per cent respondents believe that schools have a responsibility to teach health education.
- Over 90 per cent respondents felt that teachers have a responsibility for the pastoral care (to include health education) of their pupils
- Over 90 per cent respondents believe that teacher education institutions have a responsibility to include health

education in their curriculum for all students.

● 48 per cent of secondary school and 18 per cent of primary schools have a staff member designated as being responsible for health education.

While such figures breed optimism they should, however, be treated with caution because only a minority of schools have a planned programme for all pupils across the whole age groups. This has recently been confirmed by HMI Survey Reports of Primary Schools in four regions of the country.

The inquiry into teacher education institutions was in three stages:

1. A postal inquiry to tutors to glean basic information - to all institutions
2. A follow-up visit to one-third of the institutions to clarify issues and to determine the possible direction of project development.
3. A survey of student attitudes, beliefs and feelings concerning health education. This was representative of 16 per cent of all PGCE and fourth-year BEd students in England, Wales and Northern Ireland.

Generally, the belief that health education was no longer even a small yet significant strand in teacher education was confirmed although there was (and is) abroad amongst tutors generally, an appreciation, often verbalized, that "something needs to be done".

The following is a brief summary of the results of these investigations:

- Less than 25 per cent of teacher education institutions provide a health education course for all their students - and this core can vary from a one hour input to a longer course lasting a term or more (although the latter is evident in a small minority of institutions only).
- Well over 50 per cent tutors were prepared to become involved with the project to develop materials and strategies in health education aimed at their own institutions.
- 97 per cent of students training for primary school teaching felt that they had a responsibility for teaching health education.
- 95 per cent of students training for secondary school teaching felt that they had a responsibility for teaching health education.
- Over 80 per cent of students would welcome the opportunity to teach health education although well over half of the students did not feel that their knowledge for teaching could be described as "good".

These are generalized overviews of the national picture in England, Wales and Northern Ireland and which need to be tempered by consideration of the differences between BEd and PGCE courses. For PGCE courses, the matter of time is most pressing and the realities of the situation might force one to conclude that all that can be accomplished is but a sensitization of students to the health education issues with which children and young people will be faced.

There are other considerations to be taken into account - for example, the best context or avenue for health education in each of the teacher education courses. Some health education would appear to be a natural consequence of considering the growth and development of children, in other courses a consideration of the composition of the curriculum or teaching methods would seem ideal.

In yet other courses, it would seem appropriate to link health education with specific subject studies - biology, home economics, physical education, primary school science, for example. In whatever context it might appear, what is clear is the need for materials and resources that can be used flexibly within the many possible avenues for health education within the teacher education curriculum.

There is clear evidence that while health education develops slowly but progressively onwards, the initial teacher education world lags behind. There is however a willingness, by the majority of institutions to reconsider the whole question. We are very conscious of the interest and concern shown by colleagues and by their active participation in the work - indeed well over half of the institutions have colleagues who are working with us in the preparation of materials.

The major work of this project is now devoted towards the provision of materials and strategies which will help colleagues develop or further develop health education in their own institutions. We shall be producing as a result of our work, the following materials:

- 1. An introductory booklet for students concerning health education in schools which will be set in the context of child growth and development.
- 2. A tutor's handbook containing "workshops" for use with students in key areas of health education, involving different learning/teaching methods. This will also offer help in the planning and running of courses related to available time and in different curriculum contexts.
- 3. Booklets for students related to each of the topic areas of health education including articles, bibliographies, resources and notes about how the subject might be taught in school.
- 4. A film/video illustrating how health education is tackled in five primary/middle schools. This will be accompanied by tutor's notes for discussion.
- 5. Outline and materials for a short one day student sensitization course for institutions.

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The project will also shortly embark upon discussions with colleagues in specific subject areas in the teacher education institutions concerning their "special" relationship with health education.

These are: Home Economics, Biology, Physical Education and Primary School Science.

Teacher education has changed over recent years and will undoubtedly undergo further changes in step with the educational and other needs of pupils and society. Part of this need must reflect the changing patterns of health which are now recognized as having significant implications for schools and their curricula. If initial teacher education is to equip teachers for their role then at the very least they must include a sensitization to the major health education issues with which their pupils will be faced during their lives.

Tutors will need to be conversant with its aims, rationale, methods and content and also with materials and resources which are now being used in schools. A task for training the trainers?

If you are a tutor in a teacher education establishment and would like further details about the project, or you would like further details about the survey reports, please contact: The Health Education Unit, Department of Education, University of Southampton, SO9 5NH.

Trefor Williams is Director of the Health Education Unit at The University of Southampton assisted by Jean Roberts.

Gilding the lily

"Chocolate does not make you spotty, but blocked pores do. Cleanliness is the key to clear skin". That is one of the tips in *Teenage Beauty*, a new leaflet brought out by Kleenex. It also recommends plenty of water (for both washing and drinking), regular exercise, ample sleep and "laugh a lot".

Written in an amusing but informative way, it also gives a wealth of specific advice on make-up, though points out that the purpose should be to "gild the lily, not be an army exercise in camouflage". There are also useful sections on hair and foot care.

The leaflet is one of a series of four available free with a 8½ x 4½ SAE from Katie York, Boutique Beauty Bureau, 19/20 Bow Street, London WC2E 7ABE. The others are *Holiday Beauty*, *Putting on a Party Face* and *Spring Cleaning*.

Support group

by Michael Gibson

Much of the interest in and developments of school health education programmes over the last few years have come about through the influence of curriculum projects such as "Think Well" for the middle years, "Home and Family Education", and, recently, the "My Body" project for junior schools.

Despite the excellence of some of these projects, both in terms of curriculum design and content, it has long been recognized that projects on their own are of little value unless they can assist schools towards a more flexible, problem-solving approach, centred on particular needs and situations as identified by those most concerned with the curriculum development process.

Unfortunately, the project approach has not always lived up to curriculum developers' expectations in terms of adoption, implementation and assimilation by schools. Thus, while not wishing to denigrate the contribution that projects in general have had in initiating curriculum change and in creating the necessary preconditions for acceptance by the profession, it is nevertheless apparent that there are severe limitations in relying exclusively on projects to effect long-term change without, at the same time, providing additional support facilities for teachers and schools.

One solution to this problem is to link the process of curriculum development to some form of in-service education. Two projects which exemplify this kind of approach in health education are Active Tutorial Work and the SCHEP 13-18 courses for school coordinators. Through such courses, individual teachers are encouraged to think creatively and examine critically their roles in school and the ways health education activities can best be developed alongside and within other curriculum areas.

Another valuable approach is the development of the so-called "league model" in health education where groups of two or more schools collaborate in sharing ideas, expertise, resources, and in staging school-focused in-service education programmes.

Also necessary to these enterprises is the provision of good support services from local education authority advisers, teachers' centres, health education departments, and the development of even closer links between the various helping agencies and the schools.

In Northamptonshire, some of these strategies are already being implemented with the active cooperation of a recently-formed health education teachers' association. Affiliated to the Institute of Health Education on a corporate member basis, the association is attached to, and receives support from, the University of Leicester and Northampton School of Education. It has enjoyed a considerable measure of success since being formed over three years ago by a group of Northampton teachers and Health Education Officers.

Some advantages of a local support group for health education include the following:

- Common aims, problems and needs can be identified and if necessary articulated through an "official" channel of communication.
- More effective links between schools and the various helping agencies are made possible.
- Individuals and schools are able to operate within a supportive framework provided by the group.
- In-service education can be geared to the needs of teachers and to schools working on a cooperative basis.
- Curriculum projects, supported by groups of teachers in a network of schools, are more likely to be successfully adopted and implemented.
- Teacher support groups linked to college or university education departments can be used to enrich initial teacher training programmes involving health education.

Michael Gibson is a practising teacher and chairman of the Northamptonshire Health Education Teachers' Association.

A comprehensive matron

by Patricia Kenrick

"A matron in a comprehensive school". Looks of utter disbelief greet this statement. As though on answering the question as to my occupation I had said I was a ticket collector on a space shuttle to the moon. Or a belly dancer in a Salvation Army hostel.

It seems perfectly logical to me and a sign of an enlightened school policy. A natural progression in fact of health care in schools with pupils of 1,000 plus.

The usual remark follows as to what do I possibly find to do all day? I have been informed I must have the cushiest job in school. They never had a matron and managed fine, so why is one needed now?

Years ago schools were not equipped with laboratories and gymnasiums. There were no electric typewriters, calculators, televisions, video recorders etc. This is considered progress and rightly so. As such they are not resented. So why in some cases is there this bias against trained nurses in schools? Can progress only be calculated by better equipment? Is

there no room for human improvement?

In public schools, a matron has been an integral part of the system for many years. This argument is always countered with the fact that these pupils are boarders and matrons have to look after them on a 24-hour basis. I would be the first to admit the circumstances are different. But are pupils at a comprehensive school deemed less in need of such attention merely because they sleep at home each night? Is this the criteria for caring?

How much actual teaching time is lost one wonders in an average school, if the staff have to attend to pupils with gashed limbs, burns, scalds, fractures or suspected fractures, fainting attacks, nose bleeds and many other trivial but time consuming complaints?

Most schools have diabetics and epileptics who can and do carry out a normal programme of work and activities. Occasionally, they need extra-special help. If a diabetic appears tired and lethargic, it is very easy to ascertain by careful questioning regarding

diet and intake of insulin if the child is about to go into a coma, or, like many other pupils, is just suffering from a surfeit of late nights.

An epileptic fit can be a terrifying experience to anyone unused to the sight of a convulsing child frothing at the mouth. "Go and get matron" can be at one and the same time a cry for help and a sigh of relief.

I am sure everyone in the country, if they have forgotten everything else that ever happened to them at school, recalls the ubiquitous "Nurse".

A matron can carry out head inspections to fit in with school timetables with as little disruption as possible. Persistent carriers can be checked regularly. Leavers' medicals, tetanus and polio boosters, BCG vaccinations and rubella injections, all have to be carried out by law. Much better to do it then at the convenience and with the cooperation of the staff.

The years from 11 to 18, the ones that are encompassed by majority of comprehensive schools, are years of great

change for youngsters. Pressures on them increase dramatically both academic and emotional. They have to learn to cope with parental and tutorial pressures regarding examination expectations. Sibling and peer rivalry quite often becomes more intense.

As though that wasn't enough, puberty rears its ugly head with all the associative body changes. Menstruation, acne, voice changes and the swings from moods of elation to ones of despair. Most youngsters cope very well but some need to be able to talk to someone. To seek as it were reassurance as to their normality.

It is then a good matron can really come into her own. To advise and offer help if possible, but, perhaps most important of all to listen. One of the most frequent complaints of the pupils who come to chat is that no one seems to have the time to spare. "No one wants to be bothered matron. They always seem to have too much to do."

This is true not because staff don't care but because schools by their nature are very busy places. Parents

continued

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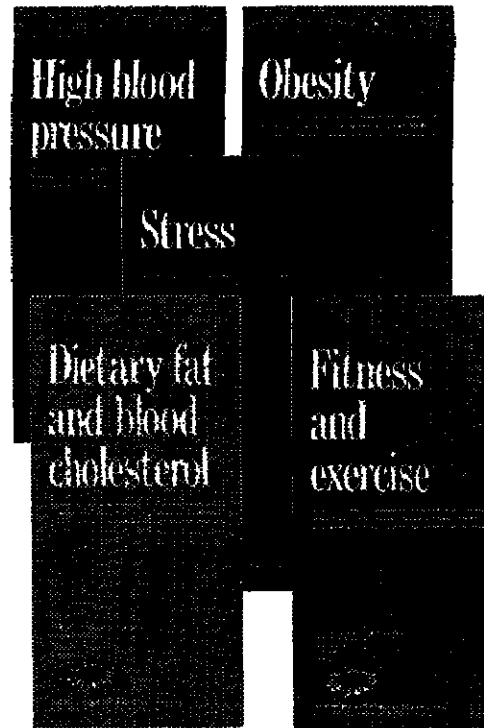
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EXTRA

Comprehensive matron

often find it hard to talk to youngsters because of shyness or in some cases ignorance. So the child feels alone and adrift in a forever changing world. I will not pretend that all problems are easily solved but, at least if it is known, advice can be given on how to get expert help.

In the decade I have been matron, I have been asked questions on a variety of subjects. To quote but a few:

- 1 How does a paraplegic go to the toilet?
- 2 Do dogs get VD?
- 3 Can people get VD by kissing with their mouth open?
- 4 What is a sexual pervert?
- 5 How do you get athlete's foot if you never do games?
- 6 What makes men go bald?
- 7 What is the difference between rabbits and scabies?

And many, many more. Over the years, I have attended children with fractures ranging from fingers to skulls, dog bites, wasp bites and sometimes pupil bites. Twists, sprains, strains, suspected pregnancies, epileptic fits, comas, drugs abuse and, of course, glue sniffing. Also on quite a few occasions the results of child battering. These and others too numerous to mention.

Combined with the run-of-the-mill first aid treatment, I add up to a lot of time. It is not that staff are in any way unwilling to help, but that their ability to do so is ruled by the dreaded "timetable".

Spare time for teaching staff is at a premium. Time laughingly known as

"free" is more often than not taken up by marking books, preparing lessons for the next class, invigilating at an exam or replacing an absent member of staff. There is always too much work left at the end of a five period, as most teachers would testify. It seems therefore only common sense to employ someone who can help to relieve some of the pressures put upon them.

As far as I am aware, school matrons in comprehensive schools are reasonably few in number but on the increase. At the moment, many nurses who become SRNs are immediately jobless. It seems a pity their expertise should be thrown away when it could be utilized in schools.

There is always resistance to new ideas and someone who will pour scorn on any innovation, never stopping to ask if it is beneficial or not. Someone is always ready to cry, "We have always managed before, so why bother now?" With a mentality like this, I doubt if anyone would have invented anything of note.

As I remarked earlier, I have met with resistance, but, there is always the other side of the coin. I and with a quote from a teacher after I had dealt with a fractured skull. "All I can say is I personally don't care what you do in your office all day. You can knit, sew, give dancing lessons if you want to. As long as when I need you, be it once a year, once a term, once a week or once a day, you are there, to come running."

It pleases me to say without conceit, I hope, the majority of the teaching staff seem to endorse her opinion. Though graffiti is not encouraged in school it gave me great pleasure to read scrawled on my door in red pen: "Help is Given Here".

Please discuss...

Brian Neeson on the difficulties of "trigger" and discussion-based approaches

The characters in the film suddenly stop in freeze-frame, then the screen turns blank. As you switch on the lights, the class look at the school projector, expecting to see a ribbon of broken film flapping around the reel. Then the complaints start: "Was that it? Can't we see what happens next?"

However patiently you try to explain the reasons for stopping there, all they want to know is how the story ended. You ask for imaginary endings, and, with a bit of luck, they don't agree, and the discussion grinds into life. On a good day, you appear to orchestrate the contributions with a light touch, encouraging, reinforcing, and pointing out how differences in our values can influence personal and community health.

But when you review past discussion sessions, you begin to be less sure whether you can accept full credit for the successes, or take responsibility for the failures. A successful session is one in which the group is only a little livelier than you are.

The lesson is so much easier when you get one of those big films from health education, about fifty minutes, then a little bit of discussion, maybe a handout and some homework. Even if the discussion goes badly, at least they've learned something, and if it goes really well, they'll leave the classroom still buzzing.

For some reason, the newer films seem incredibly short, so it's a good idea to order three or four, just in case. The trouble with long discussions is that they always get out of control.

Over the past five years, health education has attempted to shift its emphasis

away from human biology, towards the developments of personal and social awareness. Having lengthened the "contents page", curriculum planners have more recently started to look at ways of encouraging teachers to develop competence in more "informal" methods of teaching health-related themes. Exploring values and beliefs, or the importance of friendship and love, clearly calls for non-didactic teaching methods such as role play, and guided discussion.

However, the groundrules for such activities are a bit less clear. Bill Rice, the author of *Informal Methods in Health and Social Education* admits that the major difficulties are with the people involved, both teachers and pupils. Some of the difficulties for teachers using trigger tapes have been touched upon by Wendy Roy in an earlier Extra (TES October 21 1983). The first is the apparent (or real) loss of control by the teacher. An incomplete dramatic episode can generate a great deal of comment, or none at all, depending on how good the trigger is and how well the class is prepared. The teacher's role is to ensure that the discussion provides insight and enlightenment.

Along the way, it should also generate some strong feelings and this is the second difficulty for teachers unused to dealing with displays of emotion in the classroom. The teacher must provide strength and confidence to convince pupils to venture into uncharted territory. It is all too easy just to ride along with the conversation, as if the activity were happening in the playground.

In his book *Developmental Groupwork with Adolescents* Leslie Button suggests that the group leader's fear of rejection is often the greatest impediment to his or her effectiveness. We all need to feel liked, but when you step away from the blackboard, you make yourself a bit more vulnerable. Pupils are naturally curious about the limits to their activities - can they say what they like? Can they smoke in these sessions? What if the odd swear word slips out - will you raise an eyebrow? Can you abdicate responsibility, pass it over to the group and maintain your integrity? It might look that way, but however hard you try to convince yourself, you still feel responsible, just as if you had the Board of Governors on your shoulder.

The difficulties faced by pupils in responding to informal teaching arise from an uneasy mixture of shared knowledge and uncertainty. Most of the group will probably know the sorts of attitudes held by other members, and what they can say without group censure. Rather than court rejection by the group, for fear of unpopular beliefs, pupils will, like their teacher, look for a safe platform. Most commonly this will involve the rejection of authority figures, parents, and other teachers. However, anger may also be directed, perhaps unkindly, at

the liberal well-meaning teacher who offered up the freedom to express it. The picture, then, is one of stress around. Part of the stress may be a necessary precondition for learning to take place, but some results simply from bad management. Although the introduction of greater structure into discussion is not the panacea which Bill Rice seems to think it is, teachers are advised to prepare an agenda for discussion, and this should be at least outlined to pupils.

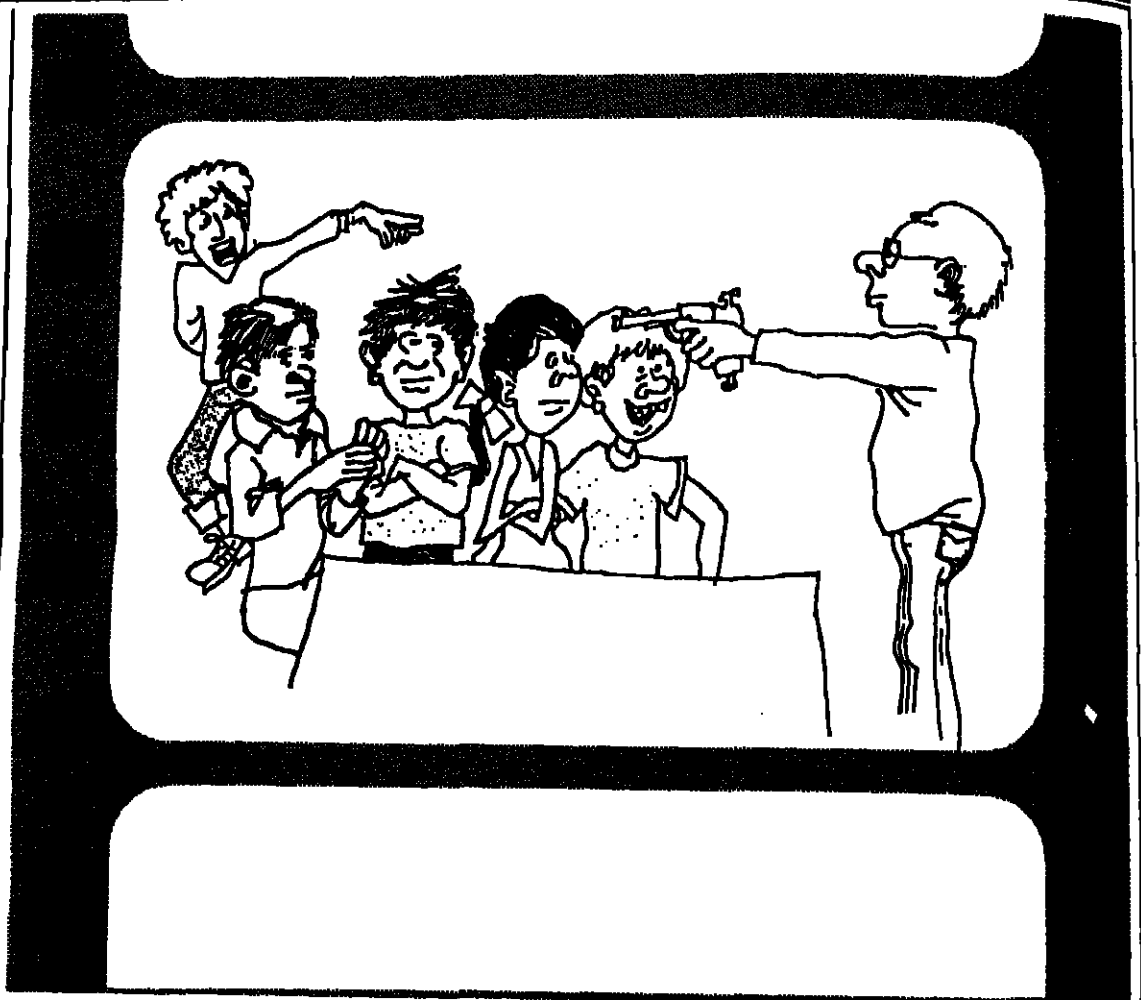
The absence of any task - orientation to discussion could lead to credibility problems - pupils and other teachers may need to be convinced that learning about "ourselves" is enough. The development of stimulus material for discussion partly meets this objection, providing tangible evidence that teaching or learning took place. The stimulus, or trigger need not be a film, or video episode; it could just as easily be a series of sentence completions eg "I get really annoyed when..." Leslie Button's book offers a number of examples which were developed for use in the Active Tutorial Work Project (the HEC can provide more details).

The use of written responses forces each pupil to consider their beliefs without the pressure of group norms and these beliefs can then be tested and rehearsed in small groups. It is important to strike a balance between encouraging participation and openness while respecting privacy and the right to remain quiet, even to opt out from time to time. All members of a group should be able to contribute to a discussion, but there should be no penalty for not doing so.

Lessons which use triggers and discussion are not appropriate for assessment, although this is now being suggested within tertiary education. However, lessons should be subjected to evaluation, both by teachers and pupils. The materials themselves should be reviewed, to see how they could be improved, especially if the group are involved in producing their own material. The outcomes of using triggers are difficult enough to measure when social skills are being modelled: but even with less directive materials, the reactions of the group can be recorded for analysis. I am conscious as an evaluator, of not wanting to make too much of evaluation: teachers evaluate so little of their work that it would be unfair to put informal methods under a microscope. Nevertheless, the current educational climate is scarcely nurturing liberal innovations, and teachers need to be well-prepared to justify their role.

Further information about trigger films may be obtained from the Health Education Council, or from the author.

Brian Neeson is an educational evaluator with a particular interest in the teaching of communication skills.



EXTRA

"Education for Family Life"

Project report by Naomi Eisenstadt and Dorit Braun

The Education for Family Life project, based at the Open University and funded by the Health Education Council, is a curriculum development project designed to help teachers in the fields of personal and social education. Its overall aim is to support teachers in adapting group work methods to classroom work on themes concerned in the broadest sense with family life. The project has been running just over a year.

The project will produce two packs. The first of these, "Lifestyles", is currently being tested in its first draft. It was produced with teachers' groups from Birmingham and Coventry and offers activities designed to foster a wider understanding of three themes: Roles within the family, What is a family?, and Relationships in the family.

The second pack, "Childhood", is currently being developed with teachers' groups from the Inner London Education Authority and Avon. It will include a range of activities and materials to consider identity, responsibility, practical experiences with children, community facilities for families, gender roles, and the status of childhood and of parents.

The Development Groups. The Education for Family Life project has a strong commitment to experiential learning - that is learning based on the knowledge and experience the learner brings to the subject area.

The benefits of this approach are threefold:

1. All of us, trainers, teachers and pupils, have experience of and knowledge relevant to family life. Not to make use of this valuable resource is wasteful.
2. By using the experience of the learner you validate those experiences helping to make all individuals feel more confident about the value of their own lives and circumstances.
3. For the learner, courses that use

individual experience are more accessible and more effective. If learning methods and materials don't reflect personal experience they have little or no impact on the learner.

Four development groups have participated in the production of the Education for Family Life packs. Each of these teachers' groups tries out the activities; then they test them for classroom use, and report back.

The activities suggested by the group leaders generate many new ideas from the teachers, who use a shared approach to family life education with infinite variety. These ideas are brought back to the group and incorporated into the packs. The packs are then tested by other teachers, before being revised for publication.

Experiential Learning. Teachers sometimes think that an open-ended experiential approach is a soft option; the reality is that it is a very demanding and challenging way of working.

It is important to clarify the difference between open-ended and unstructured in this context. We are arguing that Family Life courses should be based around the experience and needs of participants, be they teachers or pupils.

If it is to happen they need to be highly structured and very carefully planned. For example, when asking teachers to identify and clarify their aims in Family Life Education, we have asked them to rank a series of

statements or press cuttings on possible aims, or to write a number of statements to explain their own aims, which are then considered by others in the group.

Teachers trying to work in this open-ended way in the classroom are faced with practical constraints, even where there is no exam syllabus: It is difficult to find time to plan, particularly when a team of teachers is involved.

It is difficult to be able to collect together resources at very short notice in order to respond to pupils' interests. Physical constraints such as the size and shape of the room, the noise level, coupled with whoever is teaching next door, and which class the pupils have next.

It can also create philosophical strains for teachers used to a traditional didactic approach. It raises doubts about the role of the teacher, who is no longer the provider of information, and can no longer control the flow of knowledge in the classroom - control and power are shared with pupils, which can be a worrying experience, though also a tremendously rewarding one.

Teachers we have worked with who do structure their classroom work in this way report that it is invaluable in terms of the quality of learning of the pupils, the responsibility that they take for their own learning, and their level of commitment and enthusiasm. By allowing pupils to make decisions about what they would like to learn,

and why, one is teaching decision making skills in a way that is purposeful and real.

Both packs produced by the Education for Family Life project will be tested in a two stage process by teachers and trainers. We hope the testing will give us better ideas on how to facilitate cooperative work among teachers across disciplines within a school.

The project is designed to enable teachers and trainers to feel confident about their ability to lead groups, whether of colleagues or pupils, and to use and understand the purpose of the methods they have chosen. This involves a need to experience an activity before teaching it, and the need for some kind of support group with whom to discuss difficulties of classroom implementation of the materials.

The first stage of testing for the "Lifestyles" pack had considerable support from the Open University; we held training days for group leaders from i.e.a.s. all over the country, who then set up their own in-service courses to trial the pack. Participants were mainly health education officers and i.e.a. advisors. Ten authorities are currently running in-service courses to test the pack.

The only constraint we put on the structure of these courses was that they include at least two sessions, so that participants have the opportunity to allow pupils to make decisions about what they would like to learn, and

structure ensures the use of at least some activities by trainers, teachers and pupils.

The next phase of testing for the pack is unsupported, that is individual teachers are given the pack with a questionnaire, to use as they wish. Hopefully some may choose to work together in a school, but others may choose to use it in the classroom only. This will give us a clearer idea about the usefulness of the pack with teachers who may or may not be already experienced in group work.

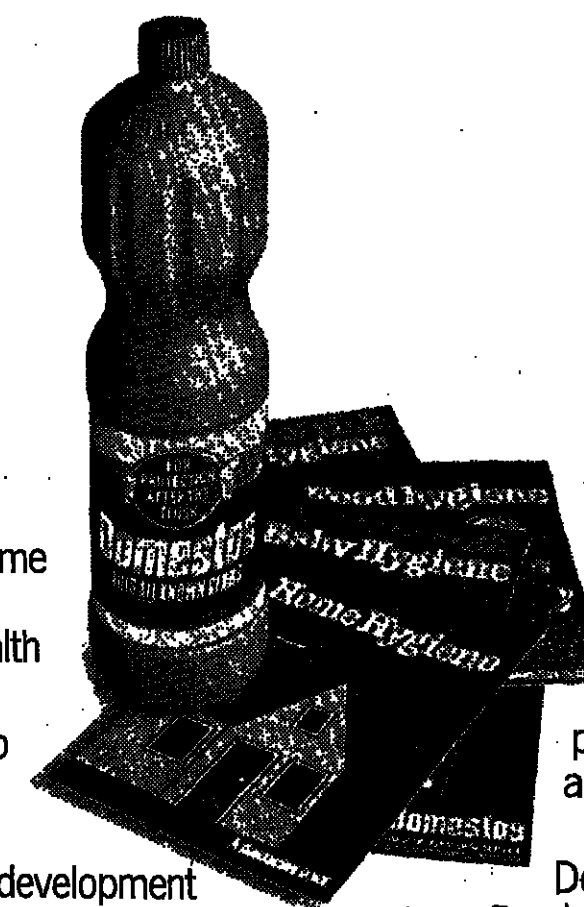
The "Childhood" pack will go through a similar two stage method of testing. The Education for Family Life project has two full-time workers, and three years in which to produce two packs; thus the constraints on the project are enormous. We have had to define a task that could be achieved and would be worthwhile.

By involving teachers in the process of materials development, we hope we will have reflected their concerns, and those of the pupils they teach. By working with teachers at the forefront of developments in this area of the curriculum, we hope we have identified issues which will be relevant and challenging to pupils and teachers throughout the United Kingdom.

Given the scale of the project, we cannot hope to change the world, but we do hope that through our development process, and through our published materials, we will provide support for teachers implementing experiential approaches to personal, social, and moral education in schools.

We would be delighted to hear from any teacher who would like to undertake unsupported testing of either pack. "Lifestyles" is being tested during April/May 1984, and "Childhood" will be tested in September/October 1984. Please write to Naomi Eisenstadt, Project Coordinator, The Open University, School of Education, Walton Hall, Milton Keynes MK7 6AA, if you would like to be involved.

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June 8th Children's Books II
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June 22nd English as a Foreign Language
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July 6th Music
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Sept 14th Special Needs
Sept 21st Science
Sept 28th Travel

To reserve space in these Extras please contact John Ladbrook on 01-253 3000.

EXTRA

Graduate nurses

Intellectual rigour and true grit are the qualities demanded reports Susan Thomas

Nursing is not all it seems. I once taught this smiling girl - red hair, freckles, a lovely smile and a left like a pile driver. The boys called her "Killer" and even the head tried not to antagonize her.

But in her spare time she helped out at the old people's home and did first aid at the local football matches, as well as fiddling with her old motor bike. A born nurse and none of that "body of the lamp" nonsense. She's probably teaching community health in the hills of Nepal now.

Killer was just the sort of candidate the new nursing degrees were designed for - academically able, self-confident, inventive, sympathetic, a first-class communicator - and a thousand light years away from the "unimaginative plodder" image cherished by career teachers.

At the moment, about 20 combined degree-nursing courses are available around the country. These are as individual as the colleges and hospitals which run them. Students can find general nursing courses, specialist courses (for those interested in mental illness or handicap) and even one which manages to combine a degree in social science and social administration with state registration and a health visitor certificate.

And after the first degree there is the new MSc at Chelsea College - a recognition of the Briggs Report's finding (1972) that research is needed to evaluate nursing practice and establish its scientific base.

Every course makes different academic and personal demands. Each has a different emphasis and title. There are BAs, BScs, BEds and BNs (Nursing) and courses which combine a degree in philosophy, life sciences, economics or social administration with the nursing qualification.

Apart from the stretched cap, what they have in common at the end of the day is an intellectual rigour not available in the traditional three-year nursing training, a recognition that man is both a biological and a psychological being and the opportunity to demonstrate true grit in quantities which make Bulldog Drummond look like Miss

Muffett. You don't, after all, cover two three-year courses in a four and a half year period without some hardship.

Competition is fierce for places and most courses directors look for something more than the minimum 5 Os and 3 As. They do, however, beam kindly on candidates who can demonstrate commitment with experience in "hospital situations" and who show good "inter-personal skills". They are probably favourably inclined towards those with an ability to understand jargon!

Not all the courses are strongly scientific. St Bartholomew's School of Nursing, for instance, combines with City University to offer an integrated RCN (the Registered General Nurse qualification has replaced the old State Registered Nurse) and a degree in social science. It is delighted to be offered A levels in psychology, philosophy or any other academic subjects providing there is sufficient evidence of scientific ability at O level.

Because individual course contents, emphasis and final qualifications can be so different, it is well worth reading the literature from the Hospital and Health Services Careers Information Centre and then talking to a few students.

The new degrees can be a passport to some of the most interesting jobs in the field - research, journalism, administration and community health, at home and in the Third World.

I asked two first-year students at Barts about their impression. After four months on the wards both Lella Prentice and Jenny Masters had come to terms with the long hours and early rising. Straight from school, a 10-hour working-day which starts on the ward at 7.30am and continues in lecture rooms and in private study can be quite a shock. But, unlike other trainee nurses, their weekends are free and there is only one short stint of night duty.

On the other hand that first year is 50 weeks long, broken only by the statutory holidays and a fortnight's summer break. It is, necessarily, a highly concentrated experience because best part of the next three years



Two first-year degree course students at Barts

is spent at the nearby City University. At 17 homesickness can be a problem. "But," Lella said, "If you're going to leave from home, London is the place to do it... we're a small group - only 12 - and we do things together, eat out, go to the cinema, theatres, that sort of thing. Theatres are particularly popular because so many managements donate spare tickets to student nurses. 'Since we've been here we've seen *Dash, Blondel, Run for Your Wife, Aladdin* and they even gave us a box at the Amnesty International Charity Show."

To qualify for the Registered General Nursing Certificate a nurse needs a minimum of 82 weeks on the ward. Barts students achieve the bulk of this in the first year.

"I think on reflection that our biggest shock was the speed of learning," Lella said. "We do seem to have packed so much in to such a short time."

One explanation for this accelerated learning, said Miss Marion Nevell, Senior Tutor in Charge of the Integrated Degree Course, is that nurse

tended to cover the time at the hospital.

There are no long vacations during the four and a half year course but by way of compensation many of the students go abroad to research their major project - on eye disease in Afghanistan, obesity in American teenagers, the effect of shift working on the Circadian rhythms of English and American workers.

Even allowing for free weekends and short vacations, students need to be physically and emotionally robust to combine the degree with the nursing qualification. It is not surprising that Sylvia Docking, the new Director of Nurse Education at Barts, is keen to improve the schools selection procedure.

"We need to be able to identify candidates who are adaptable, good communicators and have enough self-esteem not to be damaged by stressful situations," she says.

Like Gaul, the body of graduate nurses can be divided into three parts: those who go into community nursing (having first done a qualification in midwifery or health visiting), those who go into research - developing a body of knowledge about nursing practice, perhaps in Stoma, Pain or Terminal care - and those who stay in hospital clinical nursing.

But first of all new graduates spend a couple of years on the wards. I asked Liz Putton, a recent graduate of Chelsea College's BSc in Nursing, about her plans. At the moment she is completing an Intensive Care course and has already spent time in the hospital's cardiac and thoracic departments.

"I would like a specialist sister's post... combining research and clinical work. But because graduate nurses are relatively rare there is no real career structure for us yet... it is something we have to start working on."

In spite of the problems was she glad she had done the course? "I wouldn't have done it any other way. It was hard - particularly at exam times and we all missed the long vacations but we knew what we were in for when we made the choice."

But in an age where adaptability, professional qualifications and the ability to change career in mid-life are invaluable, nursing degrees offer a good base. And as for challenge health care and health education is in a state of flux akin to revolution. We need all the intelligent, well-informed, independent minded health specialists we can find - Killer, where are you now?

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topics covering personal and social development. However, by the age of nine, many children are showing signs of puberty and it would not be right to ignore this. Furthermore, a primary school classroom may offer a happier atmosphere in which to discuss personal development than the first year of a secondary school, where pupils may feel inhibited with unfamiliar classmates and teachers. By sensitively handling the material at an appropriate time, a teacher using this kit could do much to alleviate some of the anxieties of puberty.

Mary Cruickshank

EXTRA

Who needs social training?

by Hilary Brown

The move towards community care for people with mental handicaps has had important implications for curriculum development in Special Education

especially for the 16-19-year-old group. Increasingly, students with special needs are being accommodated in regular Further Education colleges and adult institutes where they can continue their education in a more "normal" environment and begin to confront the demands of adult living. Here we explore some of the barriers to integration within such provision: consider the wide range of approaches which are used to help young people with mental handicaps acquire relevant skills and highlight the lack of reciprocal preparation among their non-handicapped peers.

The outward-looking nature of many special school-leavers' programmes combines a variety of approaches to assist each individual develop age-appropriate ways of relating, alongside independent living skills, such as use of public transport, or skills in handling money. Individual programmes are devised which set clearly defined incremental objectives: small steps ensure that the person has the satisfaction of success and reinforces a more optimistic view of people with mental handicaps as being able to change and take on tasks and responsibilities which might heretofore have been considered beyond them.

In addition to structured skills training, group work involving discussion, role-play, video feedback and simple interactive games are used to develop an understanding of relationships as well as their mechanics and to initiate young people whose lifestyles have until now been peripheral into a whole range of adult relationships and dilemmas. Materials such as Ann Craft's slide/tape series *Educating Mentally Handicapped People* (available from Camera Talks, 30 North Row, London W1R 2BN) stimulate discussion on a whole range of everyday situations such as how to greet people, what to do if you are offered a lift, or how to cope when your period starts.

Despite this commitment to preparation and training something is going amiss. A questionnaire devised by Matthew Griffiths, ILEA's adviser for students with special needs in Further Education, has been administered to mainstream students. It reveals that despite their presence in the same building contact is minimal.

The ILEA survey shows that regular students are affronted by the unusual behaviour of their mentally handicapped peers, by their looks and dress, by their propensity to tell them inappropriately intimate information, and to touch other people without regard to social conventions.

Underlying the behaviour which regular students find unpalatable is confusion about gender identity, of both self and others, and difficulty on the part of the students with mental handicaps to vary their behaviour in different contexts. This has led to the development of a video-based learning package called "Moving-on" which aims to address these issues with handicapped young people.

Will the package give the answer to the problem or should we look more closely at the difficulties mainstream students themselves experience in relating to mentally handicapped people? It could be argued that approaches in the past have failed to consider half the equation by assuming that people with mental handicaps are excluded simply on the basis of their lack of social skills. Moreover, it is as unfair as it is unrealistic to look for the behaviour change to come from handicapped people while their peers persist in responding to their efforts with indifference or outright hostility. Moncap, in their evidence to the Warnock Committee, stressed this perspective. In paragraph 15 they say: "The education authorities also need to consider, in general, the problem of educating the community to accept the mentally handicapped since integration of any kind can only occur at a pace that the local community can accept."

But education about the needs and experiences of people with mental handicaps has not found its way into the "mainstream" curriculum in any systematic way. Information is sparse and we are left to deduce from internal school files the attitudes which lead

the Irish study, middle-class children were more rejecting in their answers to questions about community involvement. This conflicts with ILEA's experience where, as Matthew Griffiths explained, A level students feel less threatened by the mentally handicapped students in their midst than students on non-academic courses who express anxiety and try to distance themselves lest they be associated with them.

The lack of previous contact with mentally handicapped people leads to a vicious circle wherein "mainstream" students avoid the kind of interaction which might both dispel their prejudices and enable them to develop their own skills in relating to people who might not always know the social ropes. As Voeltz says in her Hawaiian study young people need information and sensitivity in order to judge whether or not to suspend some of the rules, and tolerate behaviour which does not conform to usual conventions.

They also need to be able to set limits in a kindly way, to be helpful without being patronizing and to ex-

periment with alternative communication.

People with mental handicaps need feedback about their inappropriate behaviour, for example, in touching people who do not feel comfortable in being touched, but they need it in the context of a firm commitment to keep the contact going, anxiety about being excluded precludes such learning.

How can young people be encouraged and helped to acquire these skills? Since prior contact is the prime factor in developing accepting attitudes, volunteer schemes need to be expanded and backed up by specific guidance and time to reflect on the experiences, working through sometimes negative and frustrating feelings.

The use of video in these settings is invaluable both to prepare future volunteers and to enable participants to criticize their own approaches to aid interaction with the people they are helping. Other techniques can parallel the work being done in special schools: discussion groups help to sensitize young people to the issues surrounding care and provision for disadvantaged groups of people, role play to heighten their awareness of feelings and to practice responding to unpredictable behaviour. Materials are, as yet sparse, although an American film produced a set of puppets called "Kids on the Block" to explore issues about various disabilities (Shearer 1983) and

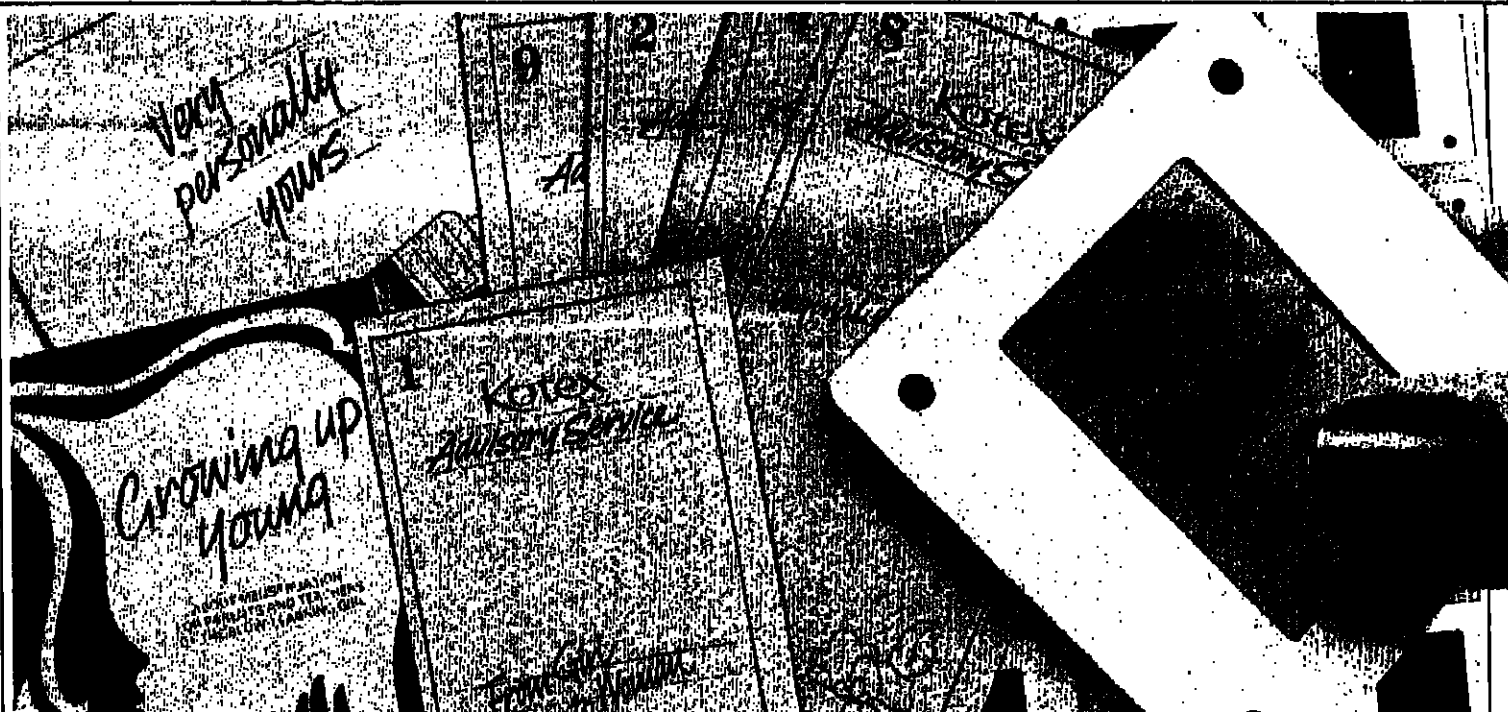
the Mental Health Film Foundation has a useful set of photographs illustrating a range of different disabilities called "Who are you staring at?" (available from 22 Harley Street, London W1).

The success of initiatives towards integrating mentally handicapped people into the community rests on the ability of "lay" people to accept and encourage them. When mentally handicapped people take their first tentative steps out from special schools and adult training centres they deserve to be met by people whose investment in making it work matches their own. Schools have a vital part to play in this, in promoting and supporting early contact with handicapped peers and in building positive attitudes.

Embarrassment, or even hostility should not be used to justify further the exclusion of mentally handicapped people from our schools and colleges, instead they should be held up as a challenge to educators for surely the behaviour of the so called "normal" young people is as amenable to change as that of their handicapped peers whose commitment to facing up to their difficulties with courage and dignity is no longer in question.

Hilary Brown is a Training and Development Officer jointly financed by East Sussex Social Services and Eastbourne Area Health Authority.

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normal. These are followed by diagrams of the male and female sex organs and of the menstrual cycle. There is a useful section on coping with periods and some further slides which would provide the basis of classroom discussion on diet, hygiene and exercise. Opportunities for discussing the emotions of puberty: moods, self-consciousness and insecurity, for example, are also offered at this stage.

The pupil's booklet answers questions about puberty that are likely to concern 8 to 11-year-olds. Throughout the tone is matter-of-fact and reassuring. The language is adult, without being clinical or dull. It debunks old wives' tales and superstitions and provides a useful framework of facts.

The worksheets look like two cut-out Cindy dolls, waiting to be dressed. This may well be their fate, although in the hands of a firm teacher a class could use them to superimpose internal organs on the body outlines.

The teacher's notes include a sample letter to parents. This, or something like it, should certainly be used in conjunction with the lessons. There is no discussion of cross-cultural patterns in child development, which teachers of multi-ethnic classes may need to be aware of.

Whether children who have not yet reached puberty will be receptive to the material is uncertain. A survey being conducted by the University of Exeter's health education unit (repeated in *The TES* on March 30) indicated that children in the 8 to 12 age range rated care of pets above human reproduction in a list of 43

EXTRA

The skill to choose

A report on the "Lifeskills and Health Education in Secondary Schools" Project by Jen Anderson

"What does lifeskills teaching have to do with health education?" was the question I was often faced with when beginning the Health Education Council funded project "Lifeskills and Health Education in Secondary Schools" in January 1983.

The link between health education and lifeskills is the concept of "self-empowerment". Health education should be about enabling people to make their own health choices from the information they receive; not such an easy thing when you consider the influences of social environment and the apparent lack of control a young person has over what happens in many areas of his or her life. Lifeskills education promotes "self-empowerment", the idea that each individual has alternatives, can make choices and can develop the skills to implement them. Clear values and informed decision making, although vital, are not enough in themselves. Skills are crucial to enable young people to take greater charge of themselves and their lives; the ability to do as well as to know.

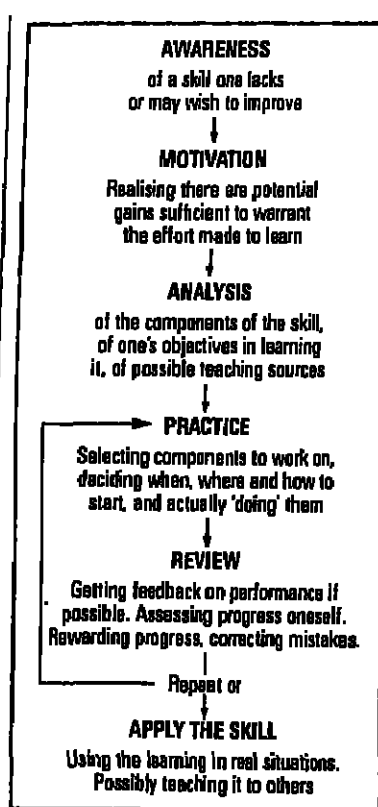
Some skills are obviously "picked up" as we grow and develop, learned by copying other people, and are therefore developed unconsciously. But others are learned or taught consciously; reading, writing, driving, computing, etc. The Lifeskills approach believes that this same conscious teaching should also apply to other skills, such as those involved with relationships, self-esteem, coping with change and managing stress. The *Lifeskills Teaching Programmes* have a clear model for skill acquisition. (See above)

The model applies not only to skill acquisition but can be used to illustrate how skill teaching might take place in the classroom. The following example looks at the skill of being assertive in relation to alcohol.

Suppose that Peter had decided that he would have two drinks only when out with friends. John offers him another drink and scoffs when Peter asks for orange juice. What could Peter do?

Awareness: This is where a class might look at the whole range of options open to Peter; he could give in and have the drink; he could leave; he could have a slanging match with John or he could refuse to get caught up in the ridicule and continue to ask for an orange juice.

Motivation: The class is now aware of Peter's options, they can discuss the likely consequences of each one; loss of face, loss of integrity, loss of a friend, getting what he wanted and so on.



on. The motivation comes from the awareness - it is possible to stick to decisions without disaster if one behaves in a particular way.

Analysis: But how? The strategies open to Peter, as suggested by the class, can be used to explain the terms assertive, aggressive and non-assertive or passive. Aggression (having a row) and non-assertion (having the drink) are likely to be dismissed, as they either cause trouble or make Peter drink more than he wanted. The next step is to break down the skill of assertiveness, to analyse it and see what Peter could do. The class could discuss, in small groups, his choice of words, tone of voice, what he will say and do to counter the ridicule and how he will stick to his request. They might look at ways of how Peter can avoid falling out with John. In all cases the groups will be asked to be specific, and give examples.

Practice: Role-play exercises in threes are helpful here - two people role playing Peter and John with the third observing. The trio swaps round or practises a new situation - perhaps in a related area, such as smoking or glue sniffing.

Review: Review is important; both are

personal review and feedback from others. Individuals can reflect on what worked and what they need to practise more, they can get help from their peers about how they came over in the role-play.

Application: When or whether the skill is applied will be an individual decision. All new skills, whether driving a car or being assertive feel uncomfortable to begin with, but become part of us as we continue to use them.

That example illustrated the "saying no" dimension of assertiveness, but there are others which directly affect health too. Being assertive is also about: expressing affection; giving compliments; receiving compliments without embarrassment; initiating conversations; expressing appreciation; making requests; asking for help; expressing feelings of hurt; making complaints; refusing requests; expressing opinions; refusing to be put down.

Some of these aspects of assertiveness help promote self-esteem, others prevent stress, others aid relationships which are also crucial to mental and physical well-being.

Assertiveness is but one example of a skill which has direct links with health education; some others are: how to be positive about myself; how to cope with and gain from life transitions; how to make effective decisions; how to manage negative emotions; how to cope with stress; how to achieve and maintain physical well-being; how to manage my sexuality; how to make, keep and end a relationship; how to express feelings constructively; how to influence people and systems; how to cope with unemployment.

These are taken from the model for Lifeskills Teaching developed by Barrie Hopson and Mike Scally in their book *Lifeskills Teaching*. The project is based on this and Lifeskills Teaching Programmes Nos 1 and 2. The materials are not simply a teaching pack, more a way of working with young people; methods which enable students to learn from their own experience of life and from structured experiences in the classroom. The approach to learning is consistent with the idea of "self-empowerment", every individual has something to teach and something to learn and the structured group teaching methods enable that to happen.

The project is based upon research and development towards producing a curriculum which integrates lifeskills teaching and health education. There are six schools involved in the pilot scheme and the aim is to work with staff involved to provide training opportunities in lifeskills content and structured group teaching methods and to develop the curriculum which is appropriate to each individual school. A handbook for teachers interested in this approach will be produced when the project ends in 1985.

The active learning methods and concept of self-empowerment embodied in Lifeskills teaching are not intended only to affect the health education or personal and social education curriculum. If health, as defined by the World Health Organisation, is not merely an absence of disease or infirmity, but a state of mental, physical and social well-being, there are implications for the whole of education. Education can provide not only knowledge, but an opportunity to understand, personal attitudes and values and can also offer a structured, conscious chance for the development of skills. This has more far reaching consequences in terms of total health and well-being than the notion of simply refusing that drink!

References:
1. *Lifeskills Teaching Programmes Nos 1 & 2*, Barrie Hopson & Mike Scally, Lifeskills Associates, Leeds
2. *Lifeskills Teaching*, Barrie Hopson & Mike Scally, McGraw Hill 1981
For more information, please contact Jen Anderson, Project Director, Lifeskills and Health Education Project, The Counselling and Career Development Unit, 22, Clarendon Place, Leeds, LS2 9JT.

Facts, myths and attitudes

Gillian Thomas on new aids for alcohol education

The effects of smoking are now so widely known and accepted that a swingeing tax on cigarettes has become socially acceptable. By comparison, according to the Health Education Council, our medical knowledge of alcohol is at least 30 years behind.

Nor indeed are attitudes to it as clear cut. "Don't Drink and Drive" may be an acceptable slogan but would society ever accept a message like "Don't Ever Drink"?

It is against this equivocal background that the council has embarked on a long-term alcohol programme with an annual budget of £23,000. Since it cannot have a straightforward "anti-drink" brief, the initial aim is to "soften up" attitudes to drinking with a broad health context.

"We believe that the dangers of alcohol abuse are best put over to young people. Messages in this sensitive and difficult area are mostly likely to stay when introduced then", according to Adrian Pollitt, coordinator of the HEC programme.



From "Rules of the Game" one of the HEC Alcohol Trigger films

A quarter of the budget this year has been spent on material for schools. A syllabus for 11-19 year olds has been developed by TACADE, the Manchester-based education resource unit, accompanied by six trigger films.

It is divided into two packs, for use with 11-16 and 16-19 year olds. They follow a common format of project and discussion-based material as TACADE's previous syllabus on drugs, "Free to Choose", which has now sold 2,500 copies.

The first pack takes the child in stages from basic knowledge about alcohol during the first year - its history, different types of drinks, effects on the body, etc - through to coping with peer pressure in year three and finally on to wider issues like the social pressures and political issues involved.

The second, which has a similar format, is purposely not organized in a particular sequence, so it can be used in the broadest educational context - including further education and vocational courses as well as schools.

It sets the scene by covering the facts, myths and attitudes regarding alcohol, moving on to why people drink, its potentially harmful effects, including drinking and driving, and broader social responsibilities.

Each pack contains five separate units. The aim is to compile a comprehensive syllabus by providing around 20 hours of teaching material on alcohol and related subjects per year. There are eight project sheets per unit, on durable laminated card - games, charts, quizzes, case studies and models to make - accompanied by detailed teaching notes, designed as the basis for a year's work.

Throughout, the overall approach is to help young people adopt a life-style

which is relatively harm-free in relation to alcohol. As Adrian Pollitt puts it, "If the message is anti-anything, it's the abuse of alcohol. However, we prefer it to be seen as pro-health".

The six trigger films have been designed to supplement the syllabus, so do not provide factual information or convey specific messages. Instead each shows a simple alcohol-related incident.

Importantly too, they are not designed to stand alone but rather to provide a focus for discussion on aspects of drinking. Each is accompanied by extensive teaching notes.

It is assumed that the teacher will usually set the scene before using them and that discussions will follow immediately afterwards. Indeed being only seven to ten minutes long (except for one which is 20), they would obviously not fill a lesson anyway.

"In the Middle" is aimed 13 and 14 year olds during the second year of the syllabus. In *Grange Hill* style, it shows a group of boys, including a West Indian, invited round to the main Asian area of their new flat. One of them wants to light up a cigarette, another produces cans of beer. With his mother out shopping, how will Kanay react since both cigarettes and alcohol are forbidden?

For the 15-plus age group, "Lost Out" shows an accident at work. After a lunchtime visit to a pub, three youths fool about on an outdoor staircase and one injures an ankle.

"I know how to handle my drink" says the obnoxious father in "Happy Birthday", during a somewhat strained birthday lunch with the family. It raises many issues related to social drinking, at the same time as shedding light on family relationships.

Also depicting aspects of social drinking, the other three films are for the 16-19 age group too. For instance the custom, rarely questioned, of buying "rounds" at the pub is the subject of "Rounds". As more join a group, should the rapid drinker set the pace and what are the alcoholic - and economic - effects of conforming to the custom?

"Rules of the Game", runs for 20 minutes and presents all the basic messages regarding alcohol. They are framed in an unusual sequence of mimes with sound effects. The idea is that not more than two of them should be shown at a time.

A white-faced mime artist wearing braces is both amusing and skilful as he depicts rules, such as the folly of drinking and driving, the advisability of sticking to your limits and serving drink in the appropriate glass. Cerebral by the message seems more likely to stick in the mind when presented in this form rather than straight.

The final film, "It's up to You", showing a young couple in a pub, also poses the dilemma of drinking and driving. Since it is a situation which many young people are likely to find themselves in, it is fortunate that it succeeds in striking a particularly realistic note.

In order to evaluate the syllabus, which underwent extensive trials in schools, several research projects are being undertaken. At this stage, base lines are being established by which to measure any progress. In-service training courses on the material are also envisaged.

The films can be hired free in 16mm and various video formats from Concord Films Council (201 Pellinwood Road, Ipswich IP3 9BJ), CFL Vision (Chalfont Grove, Gerrards Cross, Bucks SL9 8TN) or the Welsh Office Film Library (Crown Building, Cathays, Parks, Cardiff CF1 3NQ). They can be bought from the Health Education Council (71-75 New Oxford Street, London WC1A 1AH). Videocassettes £180 per set, from £25 for individual ones; £375 per set on forum film, and from £40. The Alcohol Education Syllabus costs £35 (or each pack separately, £19.50). From TACADE (2 Mount Street, Manchester M2 5NG).



Food for thought

by Michael Houser

Advances in medicine and health care continue to prolong Western lives, enabling Icelandic and Japanese women for example to look forward to a life expectancy of 80 years. Yet for all the advances in diagnoses and treatment, Britons are eating themselves to death.

The average Briton consumes about 35 tons of food in a lifetime; in a given year, meat eaters consume (at 70 kg. on average) more than their own body weight in meats while some juveniles will, with the help of fast foods, fizzy drinks and pre-sweetened cereals and deserts consume a staggering 400 pounds of sugar annually.

The average Briton, overall, consumes 2,800 kilocalories daily, 49 per cent of which is derived from carbohydrates, 50 per cent of this coming from highly refined foods. In contrast, carbohydrate consumption in the Third World provides 70 per cent of caloric intake, with less than 7 per cent coming from processed foods.

Compared with the rest of the developed world, "standard" is the wrong way to describe our eating habits; the standard British diet is low in vegetables, high in whole milk, butter and sugar. Where, for example, the world population derives on average about half of its protein intake directly from cereal and vegetable consumption, and only a quarter from livestock products, Britons derive nearly two-thirds of their protein intake from milk and meat and only a third from fish and vegetables. (Ironically, of the 75,000 known edible plants in existence, historically only 3,000 have been used by mankind, only 150 cultivated on any scale, and a mere 20 are used to provide 90 per cent of our foodstuffs).

In late Victorian Britain, diphtheria, TB, influenza, bronchitis, pneumonia and childhood diseases were still major killers; heart disease, cancer and cardiovascular problems killed perhaps one in six. The changing pattern of terminal illness since the turn of the century has been startling: the latter now account for 2 out of every 3 terminal illnesses in Britain, and Scotland and Northern Ireland have developed the highest death rates from heart disease in the world.

In addition, varicose veins, piles, hypertension, salmonellosis, diverticulitis and diabetes may be less fatal, but they pose enormous personal health problems and impose rising health care costs. In its *Green Plan for Britain's Farming and Food* (1979), the Vegetarian Society pulls no punches in characterizing Britain as "a nation of toothless, constipated faties".

More significant are the findings and recommendations of a major report which proposes nutritional guidelines for health education in Britain; known as the James Report, it was produced by a subcommittee of the National

Advisory Committee on Nutrition Education, under the direction of Professor Phillip James. Three years after it was first drafted however, it has still not been accepted by the DHSS, even though its authors stress that its findings represent a consensus of top level national and international medical and scientific opinion on the link between diet and health. Professor James has been critical of "the vague and confused official statements used in health education," and a *Sunday Times* report on the continuing delay



In publication of the James' Report calls it "the biggest scandal in British public health since the days 150 years ago when officials refused to accept or act on the fact that cholera or typhoid were caused by open drains".

Schools clearly have an increasingly important role to play in bringing about this desperately needed knowledge about modern nutrition and in fostering the sort of awareness about the link between diet and health, and lifestyle which James calls for. In recent years, there is evidence of a slowly developing ground-swell of public opinion in favour of introducing major changes into dietary teaching and policy. The anti-smoking lobby has clearly focused a great deal of attention on personal health; fibre is now a major talking point, salt and

cholesterol are Public Enemies. What evidence there is however suggests that schools have been slow to catch the public mood; school meals programmes are obsessed with finances and taste-bud popularity, home economics teachers with the culinary skills demanded by present examinations.

As Jane Hoare, past president of the National Association of Teachers of Home Economics puts it, "I think that we tend to look at nutrition in relation to what we eat, rather than the other way round... there is growing inclination to move towards looking at foods as a process and at more varied diets, but without this being in any way formalized. On the other hand, we really think that Domestic Science has gone and that we're into Home Economics... which opens up the whole field to social interaction and the life skills areas that we're interested in, as well as to nutrition and food. This sort of awareness is only just beginning to penetrate, but as soon as we say it's Home Economics, it's got to".

Dr Jim Mann, author of *Diets for Diabetics* and himself a member of the James Committee, is running a 10-year research project involving vegetarians at Oxford's Department of Community Medicine, believes that British dietary attitudes and habits will of necessity have to change. The picture he paints of conditions prevailing today however is not encouraging. Because of the absence of an American-style nutrition profession in Britain, doctors are forced to become key advisers in the community on nutrition and health, yet Dr Mann characterizes the teaching of nutrition in medical schools as "... abysmal".

"I don't think that schools are doing nearly enough. They could play an immensely important role in nutrition education, but I find many Home Economics teachers not particularly interested in new attitudes to food, nutrition and teaching, and there is even positive resistance from some quarters. Schools have got to want to let you in to help them".

So what is to be done? Dr Mann cautions patience. "Much will be determined politically. It's going to be very much like smoking. The nutritional policies of the UK and the EEC are very much influenced by the dairy, sugar and butter industries... and until this alters, I can't see much change." He even goes so far as to characterize the Butter Council as "purveyors of the worst kind of mal-information". The *Green Plan* argues that we must begin thinking now about conditions well into the next century, in terms of more and improved nutritional education for teachers and doctors alike.

Green Plan singles out particularly: ● An appreciation of food in the context of farming and the national

and international economy; ● Altering the balance in household expenditures which compete with food (entertainment, leisure, clothing) in favour of food; ● A positive attitude to food and health, rather than a passive one; ● An appreciation of the opportunities offered by new technologies such as freezing techniques (freeze drying) to replace food additives, or alternatives such as bean milks (Coca Cola already markets its own, Puma, in South America) and soya milks to soft drinks, and the transformation and texturization of vegetable proteins.

Which is not to say that things are not already happening. St Christopher's School in Letchworth, the only vegetarian school in Britain, hopes to begin its own Mode 3 Vegetarian Food and Nutrition course within 2 years.

ILEA schools already teach quite varied diets, of necessity, as part of their multi-cultural approach generally, although Maureen Walsh, ILEA's senior home economics adviser makes the point, "... what worries me is if multi-cultural education is confined to food. It doesn't mean that because it's taught that diets or attitudes automatically change... and of course, there is the added danger of stereotyping". ILEA already operates a multi-ethnic school meals programme and will shortly be applying this where and how will it be done?" The vegetable has just arrived... are we to witness the advent of the buffalo gourd?

Copies of *The Green Plan* available from: The Vegetarian Society (UK) Ltd., Parkdale, Dunham Road, Altrincham, Cheshire WA14 4QG. *The James Report* available from: Health Education Council, 78, New Oxford Street, London WC1A 1AH. Tel: 01-637 1881.

with at secondary level: the high drop-out rate at 16 which stems largely from the culinary skills orientation of the examination and its standing as second rate academics in the minds of many.

A growing minority of activists like Judith Christian-Carter want the emphasis in Home Economics to be focused instead on dietary guidelines (less fat and salt, more fibre, fruit and vegetables, better balance between food-energy input and consumption) on food/nutritional processes and on problem solving. "My kids are increasingly aware of growing older and are concerned about becoming ill with some self-inflicted degenerative disease. They have become much more health conscious in the last two to three years, although they're clearly very interested, they're also confused about the relationship between diet and health". She also reports a growing number of elective vegetarians who have been influenced at least in part by the animal welfare/rights lobby.

Maureen Walsh, on the other hand, shows the complex nature of the task when she says: "Inner city kids often have no conception of the pattern of birth-life-death. They don't make the link between lambs and lamb chops". Judith Christian-Carter poses the key question: "If schools aren't shorting this, where and how will it be done?" The vegetable has just arrived... are we to witness the advent of the buffalo gourd?

Copies of *The Green Plan* available from: The Vegetarian Society (UK) Ltd., Parkdale, Dunham Road, Altrincham, Cheshire WA14 4QG. *The James Report* available from: Health Education Council, 78, New Oxford Street, London WC1A 1AH. Tel: 01-637 1881.

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A question of balance

Gillian Thomas reports on holidays for diabetic children

The British Diabetic Association has been organizing camps for diabetic boys and girls since the early 1950s. Its aim is not only to provide an enjoyable and active fortnight but also to teach the children more about diabetes.

On a sunny Tuesday morning, I arrived at Bedbury School which stands in 20 acres at Hawkhurst in Kent. In its large heated outdoor pool, 19 seven to nine-year-old boys were swimming and splashing about. Meanwhile in the gym, the same number of girls were enjoying a session on ropes and boxes.

Since it was nearly lunchtime, several of the children were beginning to feel "hypos", a dizzy condition brought on when the blood sugar level drops too low after strenuous exercise and no food. But this was soon overcome by a nourishing roast lunch in the refectory; for diabetes, the timing of meals is crucial to keep the balance right and they need snacks in between.

About 30,000 children under 16 are diabetic, half the diagnosed cases in Britain. The holidays are a rare opportunity for them to meet up with other diabetics. Indeed, a common remark at the beginning of them is, "I didn't know there were so many others like me," and the children are invariably relieved as well as surprised.

With 30 different holidays available throughout the country in July and August and at Easter, 1,000 six to 18 year-olds now attend each year in various age groups. Currently, in fact, the BDA is increasing the number of holidays geared to teenagers since the problems they face are particularly acute and the age limit for an Outward Bound Mountain School in Eskdale

has just been extended to 30.

Since diabetes is a totally manageable condition - basically it is a question of balance which involves adjusting diet, insulin and exercise to maintain a stable blood sugar level - the more that children can learn and understand about it the more likely they are to be able to live "normal" lives. Thus, simply being with others is extremely helpful.

"Coping with diabetes is like learning a foreign language. You can only really learn properly by mixing in," explains John Hearnshaw, Consultant Physician at Leicester Royal Infirmary who specializes in diabetes in children. He has now attended 18 BDA camps as one of the staff, who are all volunteers.

"It is very useful to be able to explain to everyone why little Johnny was 'hypos' after playing rounders or Mary felt sick when she woke up in the morning. With examples like this, the children are more easily able to understand the relationship between insulin, food and energy and the significance of blood and urine tests. Moreover, all diabetics have exactly the same problems."

Short "tutorial" sessions are a daily feature of the holidays, given either by the doctors, nurses or nutritionists.

They are always at least two or three of each on the holidays (frequently professionals are able to get study leave) together with a warden and other leaders; they give their time and services free simply because they enjoy and believe in the holidays, receiving expenses and a small fee in addition to accommodation and food.

Sometimes they are themselves diabetic, as was the warden in charge at Bedbury, 25-year-old Caroline Crane, a research physiologist at Sheffield University who was attending her eighth camp.

The child-staff ratio is as high as two to one in order to provide individual attention. It means that parents need have no qualms about sending their children away, over-protective as many of them are.

Indeed, as Susan Coe, from Norwich, mother of seven-year-old Alison told me, it was the first time that she had not felt worried about her daughter since diabetes was diagnosed when she was two.

The holidays always aim to dispel the myth that diabetes needs to be physically restricting. Most are held at private schools hired for the purpose, with plenty of facilities for activities like swimming, gym, team games and discos. The adventure holidays for older children are sometimes under canvas and provide specialist pursuits like climbing, sailing and riding.

Since diet is so important, a great deal of emphasis is also put on meals. Menus are carefully planned in advance by the nutritionists in conjunction with catering staff. Whenever possible they include high fibre foods, such as wholemeal bread and flour, and natural sweeteners.

Diabetic foods such as avoided so the children can see that it is perfectly possible to cope on a "normal" diet. But they must learn to keep to the exact amount of carbohydrate at the right time of day in order to maintain the correct balance.

The nutritionists supervise the children's diets individually, and at meal-times the younger ones often have to be coaxed to eat up food not cooked by Mum.

"One of the most difficult tasks at any camp is to be firm about what 'Mummy says'," Dr Hearnshaw adds. "We have to point out that as the routine is different from home, diet will also need to change. It may mean adjustments too in insulin doses. But this only serves to emphasize that diabetes does not necessitate a restricted lifestyle in terms of activity or food."

At Bedbury the children also had cookery sessions. As I watched one group mixing and rolling out a crunchy shortbread recipe, there was no doubt how much they were enjoying themselves - and they were picking up some useful tips.

In fact, nine-year-old Adrian Pledger from Aylesbury, away on his own for the first time, said he would be telling his mother a thing or two about cooking when he got home. (Mrs Pledger has since reported that he had done so and she is delighted to find him much more independent about what he eats.)

First thing in the morning and again in the evening all the children gather in an improvised surgery to be supervised for their injections. Posturing good habits is an important aspect of the holiday. Some children proudly showed me badges which had been awarded when they had used a new injection position - unsightly lumps develop if the same one is used constantly and then the insulin is absorbed less efficiently.

Others had received a badge for injecting themselves for the first time. Getting them to do this is a major step towards independence and prompts many parents to send younger children on the holidays.

Rounders, trails in the spacious school grounds and craft sessions were interspersed at Bedbury with outings by coach to the seaside, local museums and a zoo. By way of evening distraction, there were competitions, films and discos.

Despite their age, only occasional signs of home-sickness appeared, mostly at bedtime or if they were feeling unwell. But I found no one who did not want to return for another action-packed fortnight next year.

Details of this and next year's programme are available from the British Diabetic Association, 10 Queen Anne Street, London W1. Telephone 01-323 1331. The BDA subsidizes half cost; the other half about £10, is frequently recoverable by parents through their local social services department. "The Diabetic at School" is a useful background leaflet published by the BDA.

Several reports, booklets and teaching packs on the aged overseas dispel the myth that faraway communities, in India or Africa, embrace their old folk as a matter of tradition.

With a team of two education officers at its London headquarters and two field officers, all with teaching experience, Help the Aged's education policy is to produce three new resource items per year at Infant, junior and secondary level.

In addition there are visits to teachers' centres and talks to any school which requests one, the education service being regarded as an essential adjunct to the fund-raising activities.

The booklet (£1.50), an introduction to old age for 14 to 16-year-olds first published in 1977, marked the charity's important change in approach to teaching about the old. Illustrated by interesting photographs, the text is informative and lively with never a suggestion that the old are a race apart.

Its topics for action can either be used as classroom projects or for individual research. For instance, it suggests writing menus for a pensioner over three days, including a trip to the supermarket to check on prices, or listing the people you talk to in a day, comparing how it would be affected if you were housebound with arthritis. Salutory for all ages is its *Road to Health* game - attitudes to diet and exercise which herald a healthy old age.

Helping an old crock at 25.



Bridging the gap

by Margaret Harrison

There are 204 people over 100 (pe4,000) of the population in Abkhaz, in the southern USSR, compared with one in Britain. Could this be because Abkhazians eat only half the number of calories a day? Or perhaps the fact that no one is ever forced to retire?

Their story is featured in *Help the Aged's People of Tomorrow* booklet. A major part of it is devoted to "health for life", but it also covers living on a pension, retirement and the welfare services.

Looking through the charity's new education catalogue, it is clear where the emphasis lies. Old people are part of the community as a whole, individuals with the same expectations as everyone else but with certain skills and values which only age can bring. This reflects the charity's deliberate move away from the issues it tended to highlight formerly, such as loneliness, isolation and caring, to a more positive attitude to the old as people in their own right.

Among the latest material for primary schools is *Side by Side* (22), a set of illustrated cards to encourage pupils with old people - cooking, sewing or just listening to their stories of the past.

This grew from a competition last year to foster links between schools and old people. Sponsored by the Legal and General Assurance Company, it was won by Dunsford Riverside Junior School, Tyneside who learned to cook stoupy cake and sew poppets from local pensioners.

As education officer, Joanna Brown points out, by involving pensioners, schools can help children to value them as equals. Not infrequently however teachers ask her: "How do I find an old person?"

1984-85 Education Catalogue available from Help the Aged, PO Box 60, 16-18 St James's Walk, London E23.



Picking up this theme, *Side by Side* is a poster pack with teacher notes on the whole rehabilitation process (£1.25). By contrast, the *Life and Old* sets of colourful trigger posters (22 and 25) portray healthy, active pensioners.

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**BROOK ADVISORY CENTRES
EDUCATION AND
PUBLICATIONS UNIT**
10 Albert Street, Birmingham B4 7UD
Sends a.s. for free catalogue of test kits, books, audio cassette, slides and other resources for education

SECONDARY C.D.T.

continued

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey
(11 - 16 mixed comprehensive)

Due to the expansion of the department, the teaching of Design, Technology and Graphics will be required for September.

The department's excellent facilities were purpose built with the teaching of design based, multi-media work in mind. Design, Technology and Graphics courses have been established for several years and a Modular Technology course will commence from September.

The school has been provisionally accepted to take on C.D.T. areas and the C.D.T. areas will be directly involved.

Further details and forms (S.A.E.) from the Headmaster of the school to whom completed application forms should be returned by 1st May 1984. (58678) 132124

STAFFORDSHIRE
EDUCATION COMMITTEE
TEACHERS OF CRAFT, DESIGN AND TECHNOLOGY (SCALE 1)

Required at the following schools:

WOODHOUSE HIGH
Highfield Avenue, Anlaby, Lincolnshire N77 3JB
Required for September 1984. The school has excellent facilities and a good reputation for its design and technology work. Applicants should send a letter of interest and a curriculum vitae to the Headmaster, from whom further details are available (S.A.E.).

CHASSETOWN HIGH SCHOOL
Off Highfield Road, Chasestown, W87
The school has excellent facilities and a good reputation for its design and technology work. Applicants should send a letter of interest and a curriculum vitae to the Headmaster, from whom further details are available (S.A.E.).

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
WALBOTTLE HIGH SCHOOL
Teaching in the field of CRAFT, DESIGN AND TECHNOLOGY (SCALE 1)

Required from September 1984. An enthusiastic and experienced teacher of Design, Technology and Graphics, with a good knowledge of the subject and a commitment to the school's development. Candidates should send a letter of interest and a curriculum vitae to the Headmaster, from whom further details are available (S.A.E.).

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
SUTTON SCHOOL FOR BOYS
Sutton Road, Sutton, Surrey SM6 1RW
(11-18 mixed comprehensive)

Approx 1000 on roll. CRAFT, DESIGN AND TECHNOLOGY (SCALE 1) Teacher. An enthusiastic and experienced teacher of Design, Technology and Graphics, with a good knowledge of the subject and a commitment to the school's development. Candidates should send a letter of interest and a curriculum vitae to the Headmaster, from whom further details are available (S.A.E.).

WARWICKSHIRE
POLEWORTH SCHOOL
Dorset Road, Poleworth, Tamworth, CV8 3TH
Scale 1 METALWORK and TECHNICAL subjects teacher, required for autumn term 1984.

Apply to the Head Teacher of the school enclosing a curriculum vitae and application form.

Closing date 9th May 1984. (08710) 132122

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WIRRAL SCHOOL
Widley Road, Wirral, Merseyside L45 4R
(11-18 mixed comprehensive)

Required for September 1984. An enthusiastic and experienced teacher of Design, Technology and Graphics, with a good knowledge of the subject and a commitment to the school's development. Candidates should send a letter of interest and a curriculum vitae to the Headmaster, from whom further details are available (S.A.E.).

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Area
WYCOMBE SCHOOL
White Hill, Wycombe, Bucks. HP12 3JL
Required for September 1984. An enthusiastic and experienced teacher of Design, Technology and Graphics, with a good knowledge of the subject and a commitment to the school's development. Candidates should send a letter of interest and a curriculum vitae to the Headmaster, from whom further details are available (S.A.E.).

Apply to the Head Teacher of the school enclosing a curriculum vitae and application form.

Economics

Heads of Department

CAMBRIDGESHIRE
COLLEGE
See under Sixth Form and Technical Colleges, Heads of Dept. Section. (58334) 132112

HARROW
EDUCATION COMMITTEE
TEACHERS OF ECONOMICS
SCALE 1 - ENGLISH
Required for September 1984. An enthusiastic and experienced teacher of Economics, with a good knowledge of the subject and a commitment to the school's development. Candidates should send a letter of interest and a curriculum vitae to the Headmaster, from whom further details are available (S.A.E.).

LONDON NW6
WILLIAM ELLIS SCHOOL
Highgate Road, London N6 5RN
(11-18 mixed comprehensive)

Headmaster: R.K. James, MA.

HEAD OF MODERN STUDIES (SCALE 2 POST)

An experienced graduate in English to organize and develop the Department, teaching Economics and Government and Politics in the middle years. There is a thriving Joint Studies Unit with a strong interest in the subject. The school has a very high take-up and comprehensive examination success rate. The successful candidate would also be a Form Tutor, a member of the staff and a member of the school life. Applications by letter including curriculum vitae and references to the Headmaster, from whom further details are available (S.A.E.).

Scale 2 Posts and above

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
WALBOTTLE HIGH SCHOOL
Teaching in the field of CRAFT, DESIGN AND TECHNOLOGY (SCALE 1)

Required from September 1984. An enthusiastic and experienced teacher of Design, Technology and Graphics, with a good knowledge of the subject and a commitment to the school's development. Candidates should send a letter of interest and a curriculum vitae to the Headmaster, from whom further details are available (S.A.E.).

HALL CROSS COMPREHENSIVE SCHOOL
Thorne Road, Doncaster DN1 2HY
Tel: Don 20626 (Roll 1200)
SCALE 2 - ENGLISH

The appointee will teach the subject at all levels and will assist the Head of Department in the development of non-advanced courses in the Sixth Form.

SCALE 1 - ENGLISH **SCALE 1 - MATHEMATICS**
Teacher required to work in "18+" examination level.

SCALE 1 - CHEMISTRY **SCALE 1 - HISTORY**
Temporary (1 year) post

SCALE 1 - HISTORY
Teacher required to work with 16+ examination level. This co-educational upper school has a Sixth Form of over 350 and provides courses for pupils from 13-18 years of age. The school was reorganised in September 1983 when it admitted its first intake of pupils from across the full range of ability.

HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley, Doncaster DN9 3HG
Tel: Don 770889 (Roll 800)
SCALE 4 HEAD OF DESIGN AND TECHNOLOGY

An experienced teacher is required to lead and co-ordinate a Design Department which has acquired a national reputation for its problem solving approach to Design Education in the fields of Design and Technology, Art and Craft, Home Economics, Dress and Fabrics. In recent years, the Department has developed a Modular Technology Course. Teaching is to "O", CSE, 16+ and "A" Level Design. The appointed candidate must be able to teach in the area of Craft, Design and Technology. An interest in Micro-Technology would be valuable as the school is likely to be involved in TVEI course-work in the whole area of Micro and Macro-Technology alongside the Department's existing curriculum fields. A Design subject is compulsory for all pupils in Year 1-5.

A senior teacher post may be available for a very experienced candidate currently leading a similar Department.

SCALE 4 HEAD OF SCIENCE
An experienced teacher is required as Head of Science. A Senior Teacher post may be available for a suitable candidate already on Scale 4. A serious interest in Micro-Technology and Information Skills could be advantageous. The post requires proven teaching experience to "A" Level in one of the major Sciences a knowledge of and interest in the range of Sciences, including Combined Science courses in years 1 to 3, an interest in curriculum issues within Science and in the school as a whole, and an administrative ability to lead a Department of ten staff and two laboratory technicians.

Hayfield Comprehensive School is an 11-18, 800 pupil, comprehensive school including a Sixth Form of 100, opened in 1970 on a rural site at Bewery.

HATFIELD HIGH SCHOOL
Ash Hill, Hatfield, Doncaster DN7 6JH
Tel: Don 840981 (Roll 1350)
SCALE 1 - HISTORY Temporary 2 posts currently available

Required as soon as possible to teach History across full ability and age range in this 13-18 comprehensive school with 150 pupils in the Sixth Form.

Cover is required immediately for two teachers on maternity leave. Applicants should write to Mr A. V. Brookman, Head, as soon as possible enclosing a curriculum vitae.

DONCASTER

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Headteacher as soon as possible. A stamped addressed envelope (A4 size) should be enclosed with requests for application forms. Vacancies are with effect from 1 September 1984 unless otherwise stated.

SECONDARY POSTS
ARMTHORPE COMPREHENSIVE SCHOOL
Mere Lane, Armthorpe, Doncaster, DN3 2DA.
Tel: Don 831582 (Roll 1100)

SCALE 1 - GERMAN WITH ENGLISH
Graduate teacher of German to teach the subject up to 'A' level. The ability to lead a Department of ten staff and two laboratory technicians.

BALBY CARR SCHOOL
Weston Road, Doncaster, DN4 8ND.
Tel: Don 852247 (Roll 1000)

SCALE 1 - PHYSICS Graduate required to teach Physics across the whole ability range
SCALE 1 - ENGLISH WITH RELIGIOUS EDUCATION - Temporary (1 year) post

Graduate required to teach English in well established Department. Should be able to offer Religious Education as a second subject. Balby Carr is a mixed 13-18 Comprehensive School, with an expanding Sixth Form.

CAMPSPRING SCHOOL
Ryecroft Road, Norton, Doncaster DN6 9AS
Tel: Don 700474 (Roll 800)
SCALE 3 - MATHEMATICS

Teacher appointed will have specific responsibilities within the Upper School, will teach throughout the age range and will act as first assistant to the Head of Department (Senior Teacher). Applications are invited from able graduate teachers with proven teaching experience.

CONISBROUGH NORTHCLIFFE COMPREHENSIVE
Gardens Lane, Conisbrough, Doncaster DN12 3JS
Tel: Roth 864001 (Roll 1210)
SCALE 1 - MATHEMATICS

Required to share the teaching of Mathematics at all levels and to all abilities within this mixed, fully comprehensive 11-18 school, 1210 students on roll from the mining communities of Conisbrough and Denaby.

The school places a heavy emphasis upon individual student freedom and responsibility, the development of mixed ability teaching, the use of CSE Mode 3 (in addition to GCE courses) and residential courses for students of all abilities.

The successful candidate will be joining a lively department which has undertaken considerable curriculum development work in recent years. Strong social and pastoral provision within the school and good support for probationary teachers.

DANUM SCHOOL
Armthorpe Road, Doncaster DN2 5QD.
Tel: Don 831385 (Roll 1250)

SCALE 1 - GERMAN Temporary (1 year) post
A teacher of German, to "O" and "A" level, is required for this 13-18 comprehensive school.

EDLINGTON COMPREHENSIVE SCHOOL
Telf Avenue, Edlington, Doncaster, DN12 1HH.
Tel: Roth 864100 (Roll 500)
SCALE 1 MATHEMATICS

HALL CROSS COMPREHENSIVE SCHOOL
Thorne Road, Doncaster DN1 2HY
Tel: Don 20626 (Roll 1200)
SCALE 2 - ENGLISH

The appointee will teach the subject at all levels and will assist the Head of Department in the development of non-advanced courses in the Sixth Form.

SCALE 1 - ENGLISH **SCALE 1 - MATHEMATICS**
Teacher required to work in "18+" examination level.

SCALE 1 - CHEMISTRY **SCALE 1 - HISTORY**
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Ash Hill, Hatfield, Doncaster DN7 6JH
Tel: Don 840981 (Roll 1350)
SCALE 1 - HISTORY Temporary 2 posts currently available

Required as soon as possible to teach History across full ability and age range in this 13-18 comprehensive school with 150 pupils in the Sixth Form.

Cover is required immediately for two teachers on maternity leave. Applicants should write to Mr A. V. Brookman, Head, as soon as possible enclosing a curriculum vitae.

HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY
Tel: Don 886811 (Roll 765)
SCALE 2 - ENGLISH

A graduate teacher is required to take responsibility within the English Department. Hungerhill is a new school which opened in 1976.

THE MCAULEY SCHOOL (RC)
Cantley Lane, Doncaster, DN3 3QF
Tel: Don 637396 (Roll 1300)
SCALE 1 - ENGLISH

A qualified enthusiastic graduate teacher of English required to help with the full age and ability range within the English Department, including 16+ (continuous assessment) Language work and Literature up to "A" Level.

SCALE 1 - ENGLISH Temporary for one year
A qualified, enthusiastic and experienced teacher of English required to be responsible for small withdrawal groups of pupils with special learning difficulties, together with some (mixed ability) class teaching.

MEXBOROUGH SCHOOL
Maple Road, Mexborough, S64 9SD
Tel: Mex 686858 (Roll 1800)
SCALE 1 ENGLISH

Graduate teacher of English required to join a strong and well-established Department. The successful candidate will have had good experience and have a real interest in the teaching of Drama.

SCALE 1 - MATHEMATICS
A graduate teacher of Mathematics (Scale 1) required to join a large and successful Department in this large 11-18 school with 240 pupils in the Sixth Form.

A person of proven experience with an ability to offer a strong second subject will be preferred.

SCALE 1 ENGLISH WITH DRAMA - Temporary (1 year) post

A graduate teacher of English Scale 1 (temporary) required to join a large and successful Department. An ability to teach Drama within the Department would be an advantage, as would successful experience of teaching English to "A" Level.

SCALE 1 RELIGIOUS EDUCATION - Temporary (1 year) post

A graduate teacher of Religious Education required, with the opportunity to teach the subject at all levels.

ROSSINGTON COMPREHENSIVE SCHOOL
Bond Street, Rossington, Doncaster, DN11 0BZ
Tel: Don 868414 (Roll 830)
SCALE 4 HEAD OF SCIENCE

Applicants should be committed to the notion of an integrated approach to Science. More importantly they should be concerned with the development of effective learning strategies that will make the subject accessible to all pupils.

SCALE 1 - MATHEMATICS
Teacher required to join a Department with well-established CSE, O and A Level courses. Applicants should be interested in teaching throughout the whole age and ability range.

THORNE GRAMMAR SCHOOL
St Nicholas Road, Thorne, Doncaster, DN8 5BQ
Tel: Thorne 81279 (Roll 950)
SCALE 1 - MATHEMATICS

A teacher of Mathematics Scale 1 to teach throughout the school. Sixth Form "A" Level work would become available for a suitably qualified appointee.

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE
Posts to fixed Term Contract subject to MSC funding

VICTORIA HIGH SCHOOL
Springfield Road, Ulverston LA12 0EB
Mixed Comprehensive, 11-18, nr 1720, 250 in
6th Form.
Excludes to teach MATHEMATICS mainly in
14-18 age group up to 'A' level and Further
Mathematics. Scale 1.
Apply: Forward letter of application to Head,
giving experience, cv. and names and addresses
of 2 referees by 11th May, 1984.

KIRKBY KENDAL SCHOOL
Lound Road, Kendal LA9 7EO.
Mixed Comprehensive, 11-18, nr 1150
In. 190 in 6th Form. Scale 1 Posts:
a) Teacher of REMEDIAL SUBJECTS,
especially in Lower School, years 1-3.
b) Teacher for DESIGN (wood, metal, plastic)
with additional interest in Technical Graphics.
Apply: to the Head, forms returnable 8th May 1984.

MORTON SCHOOL
Wigton Road, Carlisle CA2 6LB.
Mixed Comprehensive, 11-18, nr 1408
Teacher of PHYSICAL SCIENCE to teach
throughout age and ability range in a strongly
well equipped department. 'A' level Physics would
be suitable for suitable candidate. Scale 1.
Apply: to Head, forms returnable 11th May, 1984.

JOHN RUSKIN HIGH SCHOOL
Lake Road, Coniston, LA21 8EW
Mixed Comprehensive, nr 218, Group 5
DEPT H6.
Required to share academic, pastoral and admin.
responsibilities within school. Ability to offer
Physics and/or Careers as teaching subject(s)
welcomed.
Apply: Assistant Director of Education, John
Whinnery Institute, Abbey Road, Barrow-
in-Furness, forms returnable 14th May, 1984.

WALNEY SCHOOL
Sandycroft Lane, Walney Island, Barrow-
in-Furness
Mixed Comprehensive, 11-18, nr 874
HEAD OF SCIENCE Scale 4.
Apply: to Head, forms returnable 11th May, 1984.

ST. BERNARD'S RC SCHOOL
Ratling Lane, Barrow-in-Furness
Mixed Comprehensive, 11-18, nr 628
Subsidiary qualified and experienced Teacher to be
in charge of HISTORY. Scale 2. To organise and
administer History throughout school.
Apply: to Head, forms returnable 11th May, 1984.

PARKVIEW SCHOOL

PARKVIEW SCHOOL
 7607 Avenue, Garston-in-Furness
 Mixed Comprehensive, 11-18, no 1430
 Assistant Teacher of BIOLOGY, Scale 1.
 Apply to Head, forms returnable 18th May, 1984

TRINITY SCHOOL
 Gilegate CA1 1JB
 Mixed Comprehensive, Voluntary Controlled, no
 1707, 200 in 6th Form.
 An enthusiastic and well qualified TEMPORARY
 Teacher of MATHEMATICS (Scale 1).
 To replace a teacher during a 1 year secondment
 Apply to Head, forms returnable 11th May, 1984

PRIMARY EDUCATION
HEADSHIPS
 Suitably qualified and experienced Teachers at:

a) **BURTON MOREWOOD**
C OF E (CONTROLLED)
PRIMARY
 Main Street, Burton, Nr. Camforth, Lancs.
 LA9 1JH
 Mixed 4-11, no 113, Group 3.

b) **ABBOTSMED INFANTS**
SCHOOL

Frñars Lane, Barrow-In-Furness LA13 8NP
 M3-7, 3-7, not 201 plus nursery, Group 6.
 Applies for posts (a) and b) to Asst. Director of Education, John Wharfedale Institute, Abbey Road, Barrow-In-Furness, forms returnable 11th May, 1984.

c) NEWLAITHES INFANT SCHOOL
 Langruff Road, Carlisle CA2 6DX
 Group 6

Applies: post (a) only to Asst. Director of Education, 5 Portland Square, Carlisle CA1 1PU, forms returnable 11th May, 1984.

SIXTH FORM AND TERTIARY COLLEGES
BARROW IN FURNESS SIXTH FORM COLLEGE
 Rating Lane, Barrow-In-Furness, Cumbria LA13 9LE, no 480.

FIELD OF HOME ECONOMICS - TEMPORARY POST. School 2, Required Sept 1984 or earlier if possible, to cover a maternity leave, teacher of Home Economics to teach subject to 'A' and 'O' level.

**COUNTY INSTRUMENTAL
MUSIC SERVICE**
TEACHER OF VIOLIN/VIOLA
To work in schools in Keweenaw/Whitehaven areas of County. Salary Burmah Scale 1. Scale 2 post may be available for suitably qualified and experienced Teacher. Essential user car allowance available.
Apply: Director of Education, 5 Portland Square, Carlisle CA1 1PU, returnable 11th May, 1984.

100

- qualified, experienced
- graduate to teach English
throughout school up to Ad-
vanced Level, Part-time po-
sition available half-time.
Apply in writing to Head-
mistress enclosing a cur-
riculum vitae and names and
addresses of two referees.
(54845) 18243

HINDUSTANI HOSPITAL, Park Road,
 London SE12 2AB. Tel: 01-872
 1546151. 24 hrs. 1824

LONDON

CHANNING SCHOOL
 Highgate, London N6 5HR
 Independent day school for
 girls.
 About 400 girls: 5-18
 years old

REQUIRED **FOR**
SEPTEMBER 1984.

Good leavers graduate
 to teach **ENGLISH**
 throughout the school.
 University Entrance.
 This is a part-time post (about
 half timetable), but can
 be made up to full-time.
RE up using Geography
 as the subject.

LONDON
Required for September 1 time teacher of ENGLISH to take to school with curricular activities an advantage.
Southbank is a friendly and innovative international high school preparing students for the international market.
Apply by letter, with curriculum vitae, photograph, passport, address and telephone numbers, to the Director of Admissions, Southbank, 100, Strand, London WC2R 0AL. Interviews, as soon as possible. (53365) 18249

LONDON
Versatile English teacher
quired immediately in An
Greek school. Knowledge
modern methods. E.S.I.
U.C.E. courses essential.
experience with e.v. of H
mistress. Holistic College
London, 57 Kent Street,
dtd SW1E 0RD Tel: 01
3044. (Scale 1 Post). (558

MANCHESTER
MANCHESTER JEWISH
GRAMMAR SCHOOL
Charlton Av., Farnsworth M.
Required for September 1st
an enthusiastic good Hon.
Graduate to teach ENGL.
to advanced level with
aidary HISTORY. The ab-
to assist with football and
D. B. C. in the new
Scheme would be an addi-
l recommendation.
The post would suit a n-
ly qualified graduate or
teacher seeking a first pro-
Salary Burnham.
Applications, including
C. and the names and ad-
and telephone numbers of
references should be sent to

**LITTLE UPON TYNE
HIGH SCHOOL**
1111 Terrace,
Upon Tyne, NE2 3BA
September 1984
Honours Graduate with

the Head Mistress with the names and addresses of the children as far as possible, but not later than the appearance of the

Highgate, London
Independent day

course here and also in teaching the Site Visitors. The ability to make a strong contribution to the Site Visitor activities will be an additional requirement for the post.

The salary will be on Whitefriar Foundation Scale 1 or 2 (local authority) and financial assistance is available for re-employment. There is also the possibility of accommodation.

Applications (in formal, typed, cover letter) should be sent to the Headmaster, Trinity School, 100, St. Albans Road, Croydon, Surrey, CR8 2EN. (081-8924243). (Ref. 7423)

DERBYSHIRE

ST. ELPHIN'S SCHOOL
St. Elphin's, Matlock

Church of England
Boarding Day School for
Girls

Required: September
1984 **GRADUATE ENGLISH SPECIALISTS** to deliver the teaching of English to the 11-18 age range.

Salary to match English teachers throughout the school. University Entrance Examinations are a par-time post (about 10 hours per week) and can be made up to full-time if necessary. Other work will also be offered.

Burnham Scale 1 or 2, maximum London Allowance.

Apply by letter, with full curriculum vitae, references, and a recent photograph and telephone numbers of referees to the Headmaster, St. Elphin's School, 100, St. Albans Road, Croydon, Surrey, CR8 2EN. (081-8924243).

LONDON

Looking for September 1984, a teacher of ENGLISH Ability to help with general work as well as English lessons.

Salary/bank is a friendly and innovative international high school, providing a stimulating environment for students for the international community.

SOUTHBARK - The A-
ternational School
ton Square, Lon-

DORSET

SHERBORNE SCHOOL
FOR GIRLS
Dorset

Required in September 1964, honours graduates to teach English throughout the School. Post will include English Form and University Entrance work.

Apply in writing to the Headmistress giving details of qualifications and experience. If successful, names and addresses of two referees. (S205) 182424

LONDON (ESSEX)

UWC 500 boys from September 1964, experienced graduates to teach English above average standard. Advancement and Citizenship Allowance, accommodation may be available. Willingness to help with out of school activities essential.

Applications to further details from the Headmaster, The School, Chelmsford, Essex. (01-500) 182424

LONDON

Verallite English teacher guided immediately in an Greek school. Knowledge necessary of Greek and O.C.E. course essential. (S205) 182424

Headmistress, Hellenic College, 100, Portland Street, London SW1X 0BD, Tel. 3044. (Scale 1 Post). (S205) 182424

MANCHESTER

MANCHESTER JEWISH
GRAMMAR SCHOOL
Charlton Av., Fallowfield M 20PH

Required for September 1st, an enthusiastic good Honours Graduate to teach ENGLISH to Advanced Level with a view to History and English to assist with football and chess. Salary and other benefits scheme would be an additional recommendation.

Successful candidate would be a fully qualified graduate or teacher seeking first promotion. Apply Burnham.

Applications, including curriculum vitae, address and telephone numbers of referees, should be sent to Headmaster as soon as possible. (167575) 182424

**THE NEWCASTLE UPON TYNE
CHURCH HIGH SCHOOL**

**Tankerville Terrace,
Newcastle upon Tyne, NE2 3BA**

Required for September 1984

Well qualified English Honours Graduate with some experience to share in the teaching of English throughout the Senior School up to University Entrance standard.

An interest in editing the magazine would be an advantage.

This is a Scale 2 post.

Please apply to the Head Mistress with curriculum vitae, and the names and addresses of two referees as soon as possible, but not later than two weeks after the appearance of this Advertisement.

COLLEGES OF FE

SUNDERLAND
SUNDERLAND COLLEGE OF FURTHER EDUCATION
100, Victoria Road, Sunderland
Sunderland, Co. Durham, S.S.11 1JH
Applications are invited from suitably qualified persons for the following posts available from 1st September 1984:
HEAD OF THE FACULTY OF LEARNING AND RESOURCES
This post is an integral part of the College's development. The holder will be responsible for the overall management of the Faculty and will be required to develop and maintain high standards of teaching and learning. The holder will be responsible for the recruitment, development and appraisal of staff and for the provision of resources. The holder will be required to work closely with the Principal and the other members of the Senior Management Team.
Salary: £14,148 to £15,949.
Further details and application forms may be obtained from the Principal, Sunderland College of Further Education, 100, Victoria Road, Sunderland, S.S.11 1JH. Closing date: 11th May 1984. (17589) 220026

Other Appointments

AVON COUNTY
FULTON TECHNICAL COLLEGE
100, Victoria Road, Bristol BS12 1JH
Applications are invited from suitably qualified persons for the following posts available from 1st September 1984:
LECTURER II in Music
The holder of this post will be responsible for the teaching of Music in the College. The holder will be required to develop and maintain high standards of teaching and learning. The holder will be responsible for the recruitment, development and appraisal of staff and for the provision of resources. The holder will be required to work closely with the Principal and the other members of the Senior Management Team.
Salary: £14,148 to £15,949.
Further details and application forms may be obtained from the Principal, Fulton Technical College, 100, Victoria Road, Bristol, BS12 1JH. Closing date: 11th May 1984. (17589) 220026

AVON COUNTY

TECHNICAL COLLEGE
100, Victoria Road, Bristol BS12 1JH
Applications are invited from suitably qualified persons for the following posts available from 1st September 1984:
LECTURER II in Refrigeration
The holder of this post will be responsible for the teaching of Refrigeration in the College. The holder will be required to develop and maintain high standards of teaching and learning. The holder will be responsible for the recruitment, development and appraisal of staff and for the provision of resources. The holder will be required to work closely with the Principal and the other members of the Senior Management Team.
Salary: £14,148 to £15,949.
Further details and application forms may be obtained from the Principal, Technical College, 100, Victoria Road, Bristol, BS12 1JH. Closing date: 11th May 1984. (17589) 220026

AVON COUNTY

WESTON-SUPER-MARE TECHNICAL COLLEGE
100, Victoria Road, Weston-super-Mare, Avon
Applications are invited from suitably qualified persons for the following posts available from 1st September 1984:
LECTURER II in Beauty Therapy
The holder of this post will be responsible for the teaching of Beauty Therapy in the College. The holder will be required to develop and maintain high standards of teaching and learning. The holder will be responsible for the recruitment, development and appraisal of staff and for the provision of resources. The holder will be required to work closely with the Principal and the other members of the Senior Management Team.
Salary: £14,148 to £15,949.
Further details and application forms may be obtained from the Principal, Weston-super-Mare Technical College, 100, Victoria Road, Weston-super-Mare, Avon. Closing date: 11th May 1984. (17589) 220026

AVON COUNTY

TECHNICAL COLLEGE
100, Victoria Road, Bristol BS12 1JH
Applications are invited from suitably qualified persons for the following posts available from 1st September 1984:
LECTURER II in Refrigeration
The holder of this post will be responsible for the teaching of Refrigeration in the College. The holder will be required to develop and maintain high standards of teaching and learning. The holder will be responsible for the recruitment, development and appraisal of staff and for the provision of resources. The holder will be required to work closely with the Principal and the other members of the Senior Management Team.
Salary: £14,148 to £15,949.
Further details and application forms may be obtained from the Principal, Technical College, 100, Victoria Road, Bristol, BS12 1JH. Closing date: 11th May 1984. (17589) 220026

AVON COUNTY

WESTON-SUPER-MARE TECHNICAL COLLEGE
100, Victoria Road, Weston-super-Mare, Avon
Applications are invited from suitably qualified persons for the following posts available from 1st September 1984:
LECTURER II in Beauty Therapy
The holder of this post will be responsible for the teaching of Beauty Therapy in the College. The holder will be required to develop and maintain high standards of teaching and learning. The holder will be responsible for the recruitment, development and appraisal of staff and for the provision of resources. The holder will be required to work closely with the Principal and the other members of the Senior Management Team.
Salary: £14,148 to £15,949.
Further details and application forms may be obtained from the Principal, Weston-super-Mare Technical College, 100, Victoria Road, Weston-super-Mare, Avon. Closing date: 11th May 1984. (17589) 220026

BUCKINGHAMSHIRE

AMERSHAM COLLEGE OF FURTHER EDUCATION
100, Victoria Road, Amersham, Bucks.
Applications are invited from suitably qualified persons for the following posts available from 1st September 1984:
LECTURER II in Refrigeration
The holder of this post will be responsible for the teaching of Refrigeration in the College. The holder will be required to develop and maintain high standards of teaching and learning. The holder will be responsible for the recruitment, development and appraisal of staff and for the provision of resources. The holder will be required to work closely with the Principal and the other members of the Senior Management Team.
Salary: £14,148 to £15,949.
Further details and application forms may be obtained from the Principal, Amersham College of Further Education, 100, Victoria Road, Amersham, Bucks. Closing date: 11th May 1984. (17589) 220026

BUCKINGHAMSHIRE

AMERSHAM COLLEGE OF FURTHER EDUCATION
100, Victoria Road, Amersham, Bucks.
Applications are invited from suitably qualified persons for the following posts available from 1st September 1984:
LECTURER II in Refrigeration
The holder of this post will be responsible for the teaching of Refrigeration in the College. The holder will be required to develop and maintain high standards of teaching and learning. The holder will be responsible for the recruitment, development and appraisal of staff and for the provision of resources. The holder will be required to work closely with the Principal and the other members of the Senior Management Team.
Salary: £14,148 to £15,949.
Further details and application forms may be obtained from the Principal, Amersham College of Further Education, 100, Victoria Road, Amersham, Bucks. Closing date: 11th May 1984. (17589) 220026

BRAINTREE COLLEGE OF FURTHER EDUCATION

Business & Catering Studies Department

Required for 1st September 1984, a

LECTURER GRADE I IN FOOD AND BEVERAGE SERVICE

Candidates must have appropriate catering qualifications and recent industrial experience. Ability to teach cooking subjects to first year students would be an advantage as would a teaching qualification.

Application forms and further details (S.A.E. please) from: The College Administrative Officer, Braitree College of Further Education, Church Lane, Braitree, Essex, CM7 6SN.

Closing date: 11th May 1984.



Lancashire County Council

An Equal Opportunities employer

The following are required for the dates stated, and the closing date is 10th May 1984.

LANCASTER AND MORECAMBE COLLEGE OF FURTHER EDUCATION
MORECAMBE ROAD, LANCASTER.

Required as soon as possible
LECTURER I - SECRETARIAL AND BUSINESS STUDIES
£5,649 - £9,735 (under review)
Forms/further details for this post only, from: The Principal at the College. (S.A.E. please).

ACCRINGTON & ROSSDALE COLLEGE
SANDY LANE, ACCRINGTON.
Required 1st September 1984

LECTURER GRADE II - CO-ORDINATE, TEACH AND DEVELOP FOOD AND BEVERAGE SERVICE
Forms/further details from: The District Education Officer, Education Office, Ewbank House, Cannon Street, Accrington. (S.A.E. please).

CAMBRIDGESHIRE

ISLE OF ELY COLLEGE
Hairdressing Section

Lecturer II Course Director Hairdressing

Required for September 1st.

A highly motivated person with innovative flair and administrative ability to be Course Director for busy and enthusiastic Hairdressing team. The section enjoys a high reputation and offers a range of full and part time courses to CGLI Advanced level.

Applicants should have a wide range of industrial and educational experience and expertise. Relevant professional qualifications are essential.

Further information and application forms from: Vice Principal, Isle of Ely College, Ramoth Road, Wisbech, Cambs. (returnable within 10 days of appearance of this advertisement - S.A.E. required).

Staffordshire Education Committee
Stafford College of Further Education, Earl Street, Stafford ST16 2QR Tel: Stafford 42361

Head of Department of Building

(Burnham Grade I £10,422-£11,868)

Applicants are invited from appropriately qualified and suitably experienced candidates. Duties to commence on 1st September, 1984.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

Forms of application and further particulars can be obtained from:

The Principal of the College, at the above address.

Closing date for applications - 11th May 1984.



CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE

Secretarial Studies Section

Required for September 1984

Lecturer Grade 2 in Secretarial Studies

To teach Shorthand (Teeline and Pitman) Typewriting, Audio Typewriting, Office Practice, Information/Word Processing etc. Applicants should have the appropriate teaching qualifications and experience in the application of new technology and the development of modern secretarial provision.

Lecturer Grade 1 in Secretarial Studies

To teach Keyboarding, Typewriting, Audio Typewriting, Word Processing and Shorthand.

Applicants should have the appropriate teaching qualifications and a flexible approach to modern office techniques and training. Experience with the Youth Training Scheme would be an advantage.

Salary Scale: L1 £5,649 to £9,735 } Subject to review
L2 £7,215 to £11,568

Application forms and further information from: Assistant Principal Staffing, Peterborough Technical College, Park Crescent, Peterborough, PE1 4DZ.
Closing date: 11th May 1984.

CORNWALL EDUCATION COMMITTEE

Mid-Cornwall College of Further Education
PALACE ROAD, ST AUSTELL, CORNWALL, PL25 4BW

PRINCIPAL: D. M. BURTON MCOM ACIS CERTED MBIM

Senior Lecturer In Electronics

Required to commence as soon as possible.

Salary Scale: £10,683-£12,555

Application forms and further details obtainable from The Principal, Mid-Cornwall College of Further Education, Palace Road, St Austell, Cornwall, PL25 4BW, on receipt of a stamped addressed envelope. Completed application forms should be returned to the Principal as soon as possible.



THANET TECHNICAL COLLEGE

Applications are invited from suitably qualified candidates for the following posts vacant from September 1984. Salary scale £5,649-£9,735.

Department of Social and Health Studies

LECTURER I in Social Care
to contribute to the teaching of Social Care, Sociology, Social Administration and Psychological Needs to the range of courses offered in the department.

Department of Technology

LECTURER I in Science and Technology
up to T.E.C. Diploma level. Ability to offer Computing/Microelectronics an advantage.

Application forms and further particulars are available from the Principal, Thanet Technical College, Ramegate Road, Broadstairs, Kent CT10 1PN (a.s.e. please) to whom completed application forms should be returned by Friday, 11th May.



Applying for a job in Gwent?

The National Association of Teachers in Further and Higher Education is in dispute with Gwent County Council over conditions of service.

Anyone considering applying for a lecturing job in Gwent is asked to contact:

Jim Munery or Paula Lanning
NATFHE
Hamilton House
Mabledon Place
London WC1H 9BH

COLLEGES OF FURTHER EDUCATION

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: **LECTURER GRADE 1** (and part-time) within the range of £5,649-£9,735, starting point depending on qualifications, training and experience. **LECTURER GRADE 2** £7,215-£11,568. **SENIOR LECTURER** £12,555-£15,949. **PRINCIPAL LECTURER** £12,555-£15,949 (bar) £16,744. Subject to formal approval, for all posts unless otherwise stated, there is an inner London Allowance of £287. ILEA is an equal opportunities employer.

AVERY HILL COLLEGE

Besley, Re. Essex, SS20 2PD.
Tel: 01-890 0051

LECTURER II in Music
Required from 1st September 1984, a well qualified and experienced tutor, holding an honours degree or its equivalent in Music. Substantial experience of teaching in the primary school is a pre-requisite and the major teaching commitment will be to Music education in the primary curriculum, working with B.Ed. (Hons), PGCE and in-service teaching education students.

Further details and application forms may be obtained from the Deputy Senior Administrative, Community College, 14 May.

CITY & EAST LONDON COLLEGE

Smith Row, EC1Y 8LQ
SENIOR LECTURER AS CO-ORDINATOR FOR MULTI-ETHNIC EDUCATION (POST NO. 0320)

A Senior Lecturer is required as soon as possible to act as Co-ordinator and be responsible to the Principal for the implementation of the College's policy on multi-ethnic education. The post holder will be required to teach his/her subject area for half the normal teaching load and to teach the remainder of the load on a part-time basis.

LECTURER I AS CO-ORDINATOR FOR COMPUTING (POST NO. 0320)
A Lecturer is required as soon as possible to co-ordinate the teaching of computing and to assist in the development of computer aided learning. The Lecturer will be based in the Computing Unit which is housed within the department of Business Studies but will be required to liaise with and give support and advice to all departments. Closing date 11 May.

Department of Applied Social Studies & General Education
LECTURER II FOR ADULT COURSE DEVELOPMENT (POST NO. 0321)

A Lecturer for Adult Studies is required from September 1984. The post involves developing and co-ordinating a range of courses for adult students in the department. Closing date 11 May.

Department of General Education
LECTURER I in ART & DESIGN (POST NO. 0322)

Lecturer required from September 1984 to teach Art and Design to hairdressing courses in particular. A background in Fashion or Textiles would be most desirable. Closing date 11 May.

Further details and an application form for the above posts are available from the Secretary to the Vice Principal, City & East London College, 14 May 1984.

WOOLWICH COLLEGE

Woolwich Road, Plumstead, SE18 7PH
Tel: 01-855 1215
Maynard Park, Charlton SE7
Department of Art and Liberal Studies

SENIOR LECTURER:
Owing to the promotion of the present holder of the post to Head of Department at another ILEA College, a vacancy exists for a Senior Lecturer to be responsible to the Head of Department for the departmental administrative duties associated with the Charlton building and to share in overall responsibility with three other Senior Lecturers, under the supervision of the Vice-Principal. Applicants must be able to contribute to the broad range of courses in the Department, especially VTS and other sponsored HE courses.

Closing date 14 May 1984.

LECTURER II in Micro-electronics
The vacancy is for a Lecturer II to develop micro-electronics work within the department with particular emphasis on the engineering applications of computers and microprocessors. This will involve working across the discipline boundaries of electrical, mechanical and electronic engineering and developing relevant coursework at both technician and craft level.

Applicants should have appropriate graduate qualifications and experience of electronic and microprocessors and their industrial applications, preferably together with relevant teaching experience and/or have relevant experience in industry. Closing date 14 May 1984.

Further details and an application form for the above posts may be obtained from the Secretary to the Vice Principal, Woolwich College, 14 May 1984.

LECTURER II - Tutor/Onsight for the Access Course in Food Studies.
Applications are invited for this post, which is based at the Tower Bridge Branch of the College. The person appointed will be responsible for the operation of this new course, which will start in September.

Applicants should be graduates in science subjects and/or have experience of Access courses, or of teaching mature students.

Further details and application forms for the above posts may be obtained from the Secretary to the Vice Principal, Woolwich College, 14 May 1984.

DURHAM COUNTY COUNCIL

DARLINGTON COLLEGE OF TECHNOLOGY

Principal: Richard Exelby, MA, MInstP, FRSA

Applications are invited for the following posts available from 1st September, 1984

DEPARTMENT OF CONSTRUCTION AND DESIGN

Head of Department - Grade IV

The vacancy occurs due to the retirement of the present holder of the post. Applicants should have appropriate academic/professional qualifications with good administrative, teaching and industrial experience.

SALARY SCALE: £14,148 - £15,849

DEPARTMENT OF CATERING, HEALTH AND FASHION

Principal Lecturer and Deputy Head of Department

Applicants should have appropriate professional qualifications and experience in one area of work of the Department. A corresponding teaching contribution will be required with evidence of administrative ability.

SALARY SCALE: £12,519 - £15,744

Lecturer Grade I in Child Care Subjects

Applicants should hold S.R.N., S.C.N., and H.V. qualifications are preferably held teaching experience with adolescents.

SALARY SCALE: £5,649 - £9,735

Application forms and further particulars available from the Principal, College of Technology, Cleveland Avenue, Darlington, DL3 7BB on receipt of a stamped addressed foolscap envelope to be returned NO LATER THAN 11TH MAY, 1984.

Surrey Education Committee

GUILDFORD COUNTY COLLEGE OF TECHNOLOGY

Stoke Park, Guildford, Surrey GU1 1EZ

DEPARTMENT OF ENGINEERING

Senior Lecturer in Quality Assurance

(1) to further develop Reliability Engineering and Quality Assurance courses

(2) to organise residential fully-posted courses

The successful candidate must have proven experience of Quality Assurance in manufacturing, process industry, procurement or software, and hold appropriate qualifications.

DEPARTMENT OF HOTEL AND CATERING STUDIES

Lecturer II in Business Studies

(1) to teach business aspects of hotel and catering operations mainly on BTEC National Diploma courses

(2) to develop tourism and/or computer studies inputs on these courses.

Qualifications to Higher Diploma, degree or professional membership together with relevant experience are desirable.

Lecturer I in Hairdressing

to teach all aspects of the basic operative course which includes practical hairdressing, wig-making and the theory of hairdressing. Applicants must possess the City & Guilds of London Institute's Advanced Hairdressing Certificate and have good industrial experience.

DEPARTMENT OF PRINTING

Lecturer I in Machine Printing

to teach Machine Printing, Lithographic Planning, Platemaking and related theoretical subjects to City & Guilds and BTEC Certificate in Printing standards.

DEPARTMENT OF SOCIAL WORK STUDIES

Lecturer I in Nursing Subjects

to teach students preparing for entry to Nursing and Para-Medical professions, with particular reference to Human Biology and/or Psychology. A teaching and other professional qualification is desirable.

Lecturer I in Social Work

to teach Social Policy, Social Work Practice and/or Human Growth and Development to students attending courses in Social Care, Social Needs, NNEB and Family and Community Care. Experience and qualifications in social work are desirable.

Salary: Senior Lecturer scale: £10,683-£13,443 (Salary bar at £12,552)

Lecturer II scale: £7,215-£11,568

Lecturer I scale: £5,649-£9,735

(Salaries under review from 1st April, 1984)

(plus £258 fringe area allowance in each case)

Generous relocation expenses available in approved cases.

Application forms and further details for all posts from the Principal, on receipt of SAE.

Closing date: Friday, 11th May, 1984.

NORTHAMPTONSHIRE

TRESHAM COLLEGE

HEAD OF DEPARTMENT OF CATERING AND HAIRDRESSING

Required for September, 1984 or January, 1985.

The post becomes vacant on the retirement of the present holder.

Applications are sought from those with substantial experience in further education in areas of study relevant to the post and who can provide the necessary leadership and direction in a thriving Department.

Salary on the Scale Head of Department Grade III £13,089-£14,610 (under review).

Further details and an application form are available from:

The Principal
Tresham College
St Mary's Road
Kettering, Northamptonshire
Tel: Kettering 85353 (1886)



OXFORD COLLEGE OF FURTHER EDUCATION

Opens Road OXFORD OX1 1SA

Applications are invited for the following post which will become vacant on 1 September 1984 following the retirement of the present post holder:

HEAD OF DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES (GRADE V)

Salary: £15,380 - £17,081

The Department provides a wide range of full-time and part-time courses in the following subject areas:

Secretarial (from post-graduate to school-leaver level - including TOPS courses)

BTEC at General and National levels (including BTEC General provision for a large number of YTS courses)

Professional - including Bankers Conversion, ACA, ICMA, LEX and ICSA

Management - including CMS, NEBSS and short courses

Candidates should be graduates with substantial teaching and departmental administrative experience. Professional qualification and commercial/industrial experience are highly desirable.

Further details and application forms may be obtained from the Principal (S.A.E. please).

Completed application forms should be returned to the College by Friday, 11 May 1984.



BEDFORD COLLEGE OF FURTHER EDUCATION

LECTURER I - SPECIAL NEEDS

Required for September 1984 to teach young adults with diverse learning difficulties. Experience in teaching and in special education is essential. An advantage is an understanding of the importance of the role of the teacher in the development of the individual and the commitment to the development of the individual.

Further details and application forms available from the Director of Education, Bedford College of Further Education, 100, Victoria Road, Bedford MK43 9AJ. Closing date: 11th May 1984. (17589) 220026

BRADFORD

SHIPLEY COLLEGE

Required for September 1984.

LECTURER II in Business Studies
to contribute to the full range of business studies including information processing and numeracy

LECTURER I in Computing
An Associated Teacher with teaching experience and knowledge of micro-electronics and the use of computers for Centre and data processing applications

Further details and application forms from the Principal, Shipley College, Shipley, Bradford BD15 7JH. Closing date 11 May 1984.

CITY OF BRADFORD METROPOLITAN COUNCIL

Norfolk County Council

Norwich City College of Further & Higher Education

Applications are required for the following posts from September 1st, 1984.

Lecturer II/Senior Lecturer in Tourism & Travel

A graduate in Tourism & Hotel and Catering Management, or Economics or Business Studies with appropriate experience to play a prime role in developing travel and tourism in the Hotel School - including ABTA YTS to CNAAs degree.

Lecturer I - Electronics

A graduate/equivalent to teach mainly BTEC ONC/HNC courses.

Lecturer I - Computer Studies

A graduate/equivalent to teach Computer Science/Data Processing up to BTEC HND.

Lecturer I - Business Studies

A graduate/equivalent to teach Law, but ideally able to offer other subjects such as Insurance, banking or information processing.

Lecturer I - Management Studies

A graduate/equivalent to teach a range of subjects in the Management Centre. Experience required as a manager in industry, commerce or the public sector.

Salary Scales (under review)
Lecturer I - £2640-£3735
Lecturer II/Senior Lecturer - £2715-£13,443.

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College, Ipswich Road, Norwich, NR2 2LJ to whom completed forms should be returned within two weeks of the appearance of this advertisement.

(4174)

Technical and Vocational Education Initiative

Applications are invited for the posts of:

Project Director

Burnham Headship Group 9 (£15,027-£16,281)

Co-ordinator of Staff and Curriculum Development

Burnham Headship Group 8 (£13,953-£15,188)

The persons appointed will be permanent employees of the Authority.

Further details are available from the Director of Education (F.E. Section), Education Department, County Offices, Matlock, Derbyshire DE4 3AG, to whom completed application forms should be returned by 11th May.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

(4048)

DERBYSHIRE County Council

Colchester Institute

Required from September 1984

PRINCIPAL LECTURER

In Hotel and Catering Studies

Salary (under review):
Principal Lecturer £12,519-
£13,938 (bar) - £15,744 per annum

The School offers teaching over a range of courses including Craft, Diploma and Higher Diploma levels and the person appointed will assist the Head of School in its organisation and development on the two major sites of the Institute.

Candidates should have a degree or equivalent qualification in Hotel and Catering Studies and good experience, both in the industry and in Further Education.

Further particulars and application forms available from: The Director, Colchester Institute, Sheepen Road, Colchester, Essex CO3 3LL. Tel: 0206 570271, Ext. 95.
Closing date: Friday, 11th May 1984.

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